



Preparing Tomorrow's Collegians Today

Revised Application for Public School Charter

Respectfully Submitted To

The University of Missouri-Saint Louis

Judith Walker de Félix

Associate Provost and Dean of the Graduate School

One University Blvd

St. Louis, MO 63121

by

St. Louis Collegiate, Inc.

A nonprofit, nonsectarian entity located at

4966 Lindenwood Ave, #1E

St. Louis, MO 63109

**for the purpose of establishing a public charter college preparatory middle and high school
in the independent City of Saint Louis, Missouri**

December 18, 2009

Founding Team

Lawson Calhoun

Program Director

MBCH Professional Development Institute

Greg Erikson

Financial Advisor

Edward Jones

Nicholas Frey

Associate

Stinson Morris Hecker LLP

Rachel Lockhart-Korris

Coordinator, St. Louis Social Venture Partners

Regional Business Council

Anne Miller

Independent Educational Consultant

Deva Rashed-Boone

Lead Founder and Proposed Head of School

St. Louis Collegiate

Linda Stewart

Manager, Continuing Education

St. Louis Community College-Forest Park

Jade Venditte

Development Director

Teach For America—St. Louis

Name of Proposed Charter School: St. Louis Collegiate

Proposed School Address (if known): St. Louis, MO--[Exact Address To Be Determined]

Legal Name of Group (501(c)3) Applying for the Charter: St. Louis Collegiate, Inc.

Applicant's Authorized Representative: Deva Rashed-Boone

Address: 4966 Lindenwood Avenue #1E

City: St. Louis

State: Missouri

Zip: 63109

Daytime Telephone: (314) 374-2679

Fax: (314) 226-9033

E-mail address: drashedboone@stlouiscollegiate.org

Length of term of the proposed charter (min 5 years): 5 years to open in the fall of school year:
☐ 2008-09 ☐ 2009-10 ☒ other (please specify when) 2010-2011

Proposed Grade Levels & Total Student Enrollment

Grade Levels	Total Student Enrollment
First Year 5 th	100
Second Year 5 th -6 th	181
Third Year 5 th -7 th	262
Fourth Year 5 th -8 th	343
Fifth Year 5 th -9 th	424
Maximum 5 th -12 th	667

EXECUTIVE SUMMARY

Mission

St. Louis Collegiate educates students in grades five through twelve for college success through mastery of rigorous academic content and development of sound character.

Vision

Seamless Path to College

We provide a seamless path to college, beginning in the critical middle school years. With four years spent developing a strong sense of college purpose, strengthening foundational skills, and developing the work habits and personal characteristics that lead to school success, middle school students are thoroughly prepared to enter high school without the need to adjust to a new environment with different academic and behavioral expectations. While we will adjust structures within the upper grades to meet the different challenges of high school and the developmental needs of maturing students, the mission and core beliefs of the school will be a constant. Through the rigor and support of our middle school program, students entering ninth grade will be prepared for the increasing responsibility, academic expectations, and rigors of high school. This consistency will minimize the adjustment period between middle and high school for some of St. Louis' most at-risk students and will allow them to focus on the end goal: preparation for and acceptance into a competitive college or university.

Middle School Foundation

In middle school, we focus on building a foundation of skills and knowledge in the core content areas of reading, writing, and mathematics. Our philosophy is one of remediation that leads to acceleration. We provide 200 instructional minutes daily in literacy and math to best support students' academic needs and require all students to master the core subjects. With the benefit of twice as many literacy instructional hours as their local peers, students are prepared for the increased rigor and academic demands of high school. By completion of eighth grade, our approach ensures that all students have completed a full-year of Algebra I.

High School College Preparation

In high school, all students engage in a full college-preparatory program. To complement their literature courses, students have an extensive focus on writing and composition. Students dramatically exceed the St. Louis credit hour requirements to graduate high school and are on track to complete a full-year course in calculus prior to graduation. Students graduate with the knowledge to gain access to and excel in competitive colleges. We recognize that a student's non-academic activities including extracurricular accomplishments and community service play an important role in the college admission process. We offer key programs to assist students beyond the classroom in preparing for all aspects of college entry.

Multi-Tiered Approach to Student Support

St. Louis Collegiate delivers a clear message to our students: No Excuses. Our values-based support systems enable students to reach their highest potential, in particular English Language Learners and Special Education students. Our extended day and year allow the implementation of a multi-tiered student support system that includes daily mandatory academic support, end-of-year remediation, and extension.

Need

St. Louis Collegiate proposes to bring the benefits of a rigorous college-preparatory academic program to the Baden neighborhood, one of St. Louis' most underserved communities. We will provide families with a viable educational option and ensure middle and high school students have access to a public school designed to address their academic needs and deliver on the aspirations they and their families hold for them. The public school district of St. Louis is currently unaccredited, and is one of two out of 523 total school districts in the state of Missouri without accreditation. Public schools within the city of St. Louis that have failed to meet AYP as established by NCLB legislation are currently under Missouri School Improvement Plans. Of the middle schools within the District, only two met AYP per the 2007 MAP test results.

Fewer than 30% of students attending St. Louis public schools scored proficient or advanced in communication arts and math. These students entered middle school, high school, and completed high school without proficiency in the basic knowledge and skills necessary for college success and for competition with students from more affluent communities. For students who do graduate, 35% enter four-year colleges. Too many students in St. Louis public schools arrive with pronounced gaps in reading and math proficiency, and these deficits remain inadequately remediated throughout middle and high school. Students at highest risk - those eligible for free and reduced school lunch - are in greatest need of the targeted focus on literacy, math, and other core subjects offered within a rigorous, college-preparatory school culture that St. Louis Collegiate will provide in order to position students for success in college and life.

Based on a compilation of successful elements of high performing urban charter schools serving a similar population and with similar missions, St. Louis Collegiate's design is based on proven models of educational excellence, not experimentation. Successful practices have guided our design process in all areas and trained leadership is ready to deliver on our mission to some of St. Louis' most at-risk students.

Business Plan

Our budget model ensures that core academic programs operate with public funds, including per-pupil allocation, start-up and federal entitlement grants. It assumes high attrition, conservative revenue, and zero fundraising, yet allows us to balance our budget and focus resources in the classroom. We maintain an annual surplus, contingency fund, and carryover funds. We will hire an independent auditor annually to evaluate cash flow, retrospective budget, and financial controls, meet or exceed GAAP, and comply with state and federal regulations. The Board will make a personal, annual contribution to the school, raise funds, seek grants and pro bono services, disclose conflicts of interest, and uphold the highest standards of ethical conduct.

Founding Team Capacity

The St. Louis Collegiate Founding Board was assembled in the fall of 2008 by Deva Rashed-Boone, a Building Excellent Schools Fellow, former Teach For America-St. Louis Program Director, and Teach For America alum. As business, education, and community leaders, we share a common, long-abiding interest in the quality of public education and the transformative role education must play for all students, and particularly our most at-risk young people. All Founding Board members have lived and worked in the City of St. Louis, and in a period of diminishing resources, we have remained deeply, unconditionally committed to transforming public education in our city.

Table of Contents

I. OUR VISION	1
A. MISSION	1
B. VISION	1
C. NEED	1
D. GOALS	2
II. WHO WE ARE	4
A. DESCRIPTION OF FOUNDING GROUP	4
B. COMMUNITY PARTNERSHIPS	7
C. FOUR-YEAR COLLEGE AND/OR UNIVERSITY AFFILIATION	8
III. EDUCATIONAL SERVICES PROVIDED.....	9
A. EDUCATIONAL PHILOSOPHY	9
B. ACADEMIC STANDARDS	11
C. CURRICULUM	13
D. ASSESSMENT	19
E. SUPPORT FOR LEARNING	20
F. SPECIAL STUDENT POPULATIONS.....	25
G. SCHOOL CHARACTERISTICS	27
IV. ORGANIZATIONAL VIABILITY AND EFFECTIVENESS	29
A. ENROLLMENT / DEMAND	29
B. HUMAN RESOURCES	31
C. GOVERNANCE AND MANAGEMENT	41
E. BUDGET	50
F. FACILITY	51
G. TRANSPORTATION	52
H. RISK MANAGEMENT	52
I. TIMELINE.....	52
V. SUMMARY OF STRENGTHS	54
VI. APPENDICES.....	ERROR! BOOKMARK NOT DEFINED.
A. LEADERSHIP INFORMATION	ERROR! BOOKMARK NOT DEFINED.
B. ARTICLES OF INCORPORATION	ERROR! BOOKMARK NOT DEFINED.
C. CERTIFICATE OF INCORPORATION.....	ERROR! BOOKMARK NOT DEFINED.
D. PROPOSED BYLAWS	ERROR! BOOKMARK NOT DEFINED.
E. 501(C)(3) STATUS DETERMINATION LETTER	ERROR! BOOKMARK NOT DEFINED.
F. ASSURANCES FORM	ERROR! BOOKMARK NOT DEFINED.
G. EVIDENCE OF ABILITY TO INSURE	ERROR! BOOKMARK NOT DEFINED.
H. FIVE-YEAR BUDGET	ERROR! BOOKMARK NOT DEFINED.
I. YEAR ONE CASH FLOW ANALYSIS.....	ERROR! BOOKMARK NOT DEFINED.
VII. ATTACHMENTS	ERROR! BOOKMARK NOT DEFINED.
A. SCHOOL-SPECIFIC GOALS	ERROR! BOOKMARK NOT DEFINED.
B. LETTERS OF SUPPORT—COMMUNITY PARTNERSHIPS	ERROR! BOOKMARK NOT DEFINED.
C. LETTERS OF SUPPORT—UNIVERSITY AFFILIATION	ERROR! BOOKMARK NOT DEFINED.
D. SAMPLE EXIT CRITERIA	ERROR! BOOKMARK NOT DEFINED.

E.	CURRICULUM CONTENT AND PERFORMANCE STANDARDS	ERROR! BOOKMARK NOT DEFINED.
F.	SAMPLE LESSON PLANS	ERROR! BOOKMARK NOT DEFINED.
G.	ACADEMIC CALENDAR.....	ERROR! BOOKMARK NOT DEFINED.
H.	SAMPLE DAILY MIDDLE SCHOOL SCHEDULE.....	ERROR! BOOKMARK NOT DEFINED.
I.	SAMPLE DAILY HIGH SCHOOL SCHEDULE	ERROR! BOOKMARK NOT DEFINED.
J.	SAMPLE TEACHER SCHEDULE	ERROR! BOOKMARK NOT DEFINED.
K.	FACILITIES NEEDS ASSESSMENT	ERROR! BOOKMARK NOT DEFINED.
L.	FOUNDING BOARD JOB DESCRIPTION AND MEMBER AGREEMENT	ERROR! BOOKMARK NOT DEFINED.
M.	PROVISIONAL EMPLOYEE POLICY MANUAL	ERROR! BOOKMARK NOT DEFINED.
N.	HIRING FLOW CHART	ERROR! BOOKMARK NOT DEFINED.
O.	JOB DESCRIPTIONS	ERROR! BOOKMARK NOT DEFINED.
P.	ADDENDUM TO APPLICATION 9/9/2009.....	ERROR! BOOKMARK NOT DEFINED.

I. Our Vision

A. Mission

St. Louis Collegiate Charter School educates students in grades five through twelve for college success through mastery of rigorous academic content and development of sound character.

B. Vision

Ten years into the future, over 85% of St. Louis Collegiate students in the middle and high school will have consistently scored proficient and advanced on the MAP test, eliminating the racial and socioeconomic achievement gap and bridging the gap between students' aspirations and their realities. Having provided excellent education to nearly 100 alumni and in the process of educating nearly 700 students, St. Louis Collegiate will be proposing charter renewal. Two classes of students will have graduated high school and entered college. These alumni, "St. Louis Collegians," will represent the most academically competitive students in their respective colleges and universities.

C. Need

We are proposing the opening of St. Louis Collegiate in North City within the Baden neighborhood for two primary reasons. First, test and educational attainment data indicate that families within St. Louis need schools that ensure children are prepared for success in college. Further, as demonstrated by the economic and social indicators below, the strong correlation between poverty level and educational attainment can be countered through successful completion of college. Second, because we believe that demographics do not determine destiny, we must aggressively, urgently, and adequately address the currently unmet academic needs of high risk students in St. Louis to ensure that their destiny includes college readiness, matriculation, and graduation. St. Louis Collegiate will prepare high risk students - "students eligible for free and reduced-price school lunch"¹ and those who have historically been underserved - for success in college and life.

The public school district of St. Louis is currently unaccredited and is one of two out of 523 total school districts in the state of Missouri without accreditation. Public schools within the city of St. Louis that have failed to meet AYP as established by NCLB legislation are currently under Missouri School Improvement Plans. Of the middle schools within the District, only two met AYP per the 2007 MAP test results.

¹ As defined by RSMo 160.405.2(4).

2008 Aggregate MAP Assessment Performance

Fewer than 30% of students in each of third, fifth, eighth, tenth, and eleventh grades scored proficient or advanced in communication arts and math in St. Louis public schools. These students entered middle school, high school, and completed high school without proficiency in the basic knowledge and skills necessary for college success and for competition with students from more affluent communities. Comparatively, no fewer than 65% of students in grades three, five, eight, ten, or eleven scored advanced or proficient in Clayton public schools.

Proficient and Advanced Scores, MAP 2008	St. Louis Public School District (% Proficient and Advanced)	Clayton Public School District (% Proficient and Advanced)
3 rd Comm Arts	23.6	68.8
3 rd Math	19.8	70.9
5 th Comm Arts	25.2	73.8
5 th Math	18.7	78.5
8 th Comm Arts	19.3	72.4
8 th Math	13.1	71.1
11 th Comm Arts	18.7	65.3
10 th Math	15.5	81.4

The consequences of this gap in academic achievement can be seen in the rates of high school graduation, college matriculation, and college graduation. In 2007, the graduation rate for high school students in St. Louis public schools was 57.3% as compared to a 98.3% graduation rate in Clayton public schools. Students in Clayton public schools drop out at a rate of less than half a percent (0.4%) while in contrast, nearly seventeen percent (16.9%) of St. Louis public school students drop out. Following graduation, less than half as many St. Louis public school students enter four-year colleges and universities (35%) as compared to nearly eighty-four percent (83.9%) of Clayton public school graduates. Because students in St. Louis public schools arrive with pronounced gaps in reading and math proficiency, and these deficits remain inadequately remediated throughout middle and high school, the students at highest risk, those receiving free and reduced school lunch, are currently in greatest need of the targeted focus on literacy, mathematics, and academic rigor of a college-preparatory curriculum that St. Louis Collegiate will provide in order to position students for success in college and life and ensure that students have the skills necessary to access the 21st century global economy.

D. Goals

St. Louis Collegiate has established clear, measurable, and ambitious goals for (1) student achievement; and (2) organizational strength. Held accountable by the Missouri Department of Elementary and Secondary Education, Board of Trustees, families, and students, we will meet or exceed Adequate Yearly Progress (AYP) guidelines and No Child Left Behind requirements (NCLB) for all sub-groups.²

Educational Performance

Using criterion, norm-referenced, and standards-based tests, we will measure student achievement using state, national, and frequent internal assessments. On an absolute scale, 75% of middle school students will perform at Proficient or Advanced levels on the MAP test upon completion of at least two years of instruction at St. Louis Collegiate. All students and all subgroups will meet AYP. On a value-added scale, students will demonstrate consistent longitudinal growth in the core subjects over multiple years; cohorts will average 5 percentiles of growth each year until the cohort reaches the 75th percentile. On a comparative scale, students will outperform their peers in similar schools by at least 15%.

² Please see Attachment A: School-Specific Goals for a more detailed description of our goals for educational performance and organizational viability.

Organizational Viability

Operating with a surplus each year and maintaining strong standards of financial controls, management, and auditing, we will operate on a balanced budget and maintain a stable cash flow. Student enrollment will meet identified targets, daily student attendance rates will meet or exceed 95%, and student re-enrollment each year will demonstrate strong family satisfaction. The Board will hire, hold accountable, and evaluate an effective administrator as Head of School, and will work closely with school leadership to ensure all goals outlined in the Accountability Plan are met and all measures are satisfied.

II. Who We Are

A. Description of Founding Group

Attached please find all leadership information for the proposed governing board members and the proposed school leader.³ Members of the founding group include:

- **Deva Rashed-Boone**, Lead Founder, Building Excellent Schools Fellow

Deva Rashed-Boone is currently a Fellow in the Building Excellent Schools Fellowship, a highly-selective, rigorous and comprehensive leadership development program for aspiring charter school leaders. In this role, Ms. Rashed-Boone has unparalleled access to a variety of high-performing urban charter schools. Through the Fellowship, she has had the opportunity to learn from many of the most respected leaders in the charter school movement and has received hundreds of hours of training on designing, implementing, and sustaining a high quality, urban charter school of uncompromising academic excellence. Prior to her work in the Fellowship, Ms. Rashed-Boone worked as a Program Director for Teach For America-St. Louis where she managed the ambitious academic outcomes of nearly forty math, science, and foreign language teachers, co-managed the placement process of nearly 100 corps members, and interviewed and selected new corps members. Ms. Rashed-Boone first came to serve the children of St. Louis as a Teach For America corps member teaching middle school science at one of the City's oldest charter schools. She led her eighth grade students to achieve significant academic gains by structuring and employing a standards-based mastery system that facilitated her students' achievement of an 80% overall mastery average. Ms. Rashed-Boone received her BA in African and Afro-American Studies with a minor in Women's Studies from Washington University in St. Louis. Ms. Rashed-Boone brings her experience in selecting and developing high quality teachers, creation of assessments and student achievement tracking systems, and developing and delivering curriculum and instruction to the founding of St. Louis Collegiate.

- **Lawson Calhoun**, Founding Board Member, Program Director, MBCH Professional Development Institute

Lawson Calhoun is the Program Director for the Missouri Baptist Children's Home Professional Development Institute where he manages the professional development workshop series and educational programs and leads program development and marketing. Mr. Calhoun has more than 20 years of service to youth and the community through his experience managing nonprofit organizations, governing as a member of various nonprofit boards, and volunteering with several organizations. Mr. Calhoun is also currently a Commissioner for the St. Louis Housing Authority, serves on the Neighborhood Accountability Board of St. Louis City Family Court, and is a member of 100 Black Men of Metropolitan St. Louis, Inc. Mr. Calhoun received his BA from the University of Arkansas and MA in Human Relations from Webster University. Mr. Calhoun brings a wealth of experience in nonprofit management and governance to the Founding Board and will provide tremendous insight on fundraising, grant writing, budget development, and strategic planning for St. Louis Collegiate.

- **Greg Erikson**, Founding Board Member, Financial Advisor, Edward Jones

Greg Erikson currently works as a Financial Advisor with Edward Jones helping individuals and companies identify financial goals and establishing investment portfolios to reach their financial

³ Please see Appendix A: Leadership Information

objectives. Mr. Erikson has expertise in the fundamental principles of fundraising, money management, and business startup. His service in education began with teaching seventh grade communication arts in St. Louis as a Teach For America corps member. Mr. Erikson maintained high expectations, provided high quality instruction, and led his students to achieve one and a half years growth in a single year. In addition to achieving significant academic gains with his students and founding and leading an afterschool Shakespeare program, the first of its kind in the school, he developed a curriculum program for Teach For America-St. Louis that articulated meaningful yearlong learning plans for middle school math, science, and communication arts. Mr. Erikson received his BA in English Literature from Brigham Young University. Mr. Erikson will provide insight and advice on the financial matters, business startup, and educational program of St. Louis Collegiate.

- **Nicholas Frey**, Founding Board Member, Attorney, Stinson Morrison Hecker LLP

Nicholas Frey, an Associate with Stinson Morrison Hecker LLP, has litigated matters of administrative law and regulatory issues, business disputes, and constitutional law in circuit court, and also has courtroom and trial experience. He focuses on assisting clients with all aspects of Missouri government regulation with special concentration on professional licensing, health care industry issues, government litigation and lobbying the Missouri General Assembly. As deputy general counsel to Missouri Governor Matt Blunt in 2008, Mr. Frey participated in several high profile litigation matters, assisted in making judicial appointment, advised on affects of legislation and had supervisory responsibilities over Missouri executive department general counsels. In addition to his expertise as an attorney, Mr. Frey brings a strong knowledge of Missouri charter school legislation and a commitment to ensuring that all St. Louis students have access to a quality public education that prepares them for success in college and beyond. Mr. Frey received his BS in Business Administration and JD from the University of Missouri-Columbia. Mr. Frey brings a wealth of knowledge regarding matters of law, legislation, and nonprofit startup that will be of great benefit to the collective understanding of the Founding Board and development of St. Louis Collegiate.

- **Rachel Lockhart-Korris**, Founding Board Member, Coordinator of St. Louis Social Venture Partners, Regional Business Council

Rachel Lockhart-Korris is the Coordinator of St. Louis Social Venture Partners at the Regional Business Council where she collaborates with engaged St. Louis grantmakers in their capacity-building work with selected nonprofit organizations. She coordinates the annual grant selection process, recruits new Partners, and manages the budget, including Partner contributions and providing annual grants to agencies. Prior to her current role, Ms. Lockhart-Korris served as Chief of Staff of a Human Resources Technology company and oversaw the company's daily operations, developed and maintained the office infrastructure, and managed special projects of multiple teams within the company. While serving as a Teach For America corps member in St. Louis, Ms. Lockhart-Korris delivered Spanish language instruction to students in grades ten through twelve as part of a comprehensive curriculum she designed, served as a mentor to students throughout the high school, and served as advisor to the student yearbook staff who produced the first yearbook the school had published in fifteen years. Ms. Lockhart-Korris received her BA in Political Science from Boston University. Her insight and experience with public relations, curriculum development, budget creation and management, and capacity-building will be a tremendous asset for the founding and governance of St. Louis Collegiate.

- **Anne Miller**, Founding Board Member, Independent Educational Consultant

Anne Miller currently works as an independent educational consultant, a role through which she is able to share a wealth of knowledge concerning the policy and practice behind effective charter schools. Having recently earned her Master's of Public Policy with a concentration in Education from Brown University, she returned to her native St. Louis to contribute to the creation of excellent educational options. Mrs. Miller has extensive experience with educational research through her policy internship in the Massachusetts Executive Office of Education in Boston. In this role she assisted with the development of a ten-year strategic plan for the future of education in the Commonwealth and researched and reviewed current and future educational policies. As a Communications and Field Associate for Strategies for Children, Mrs. Miller worked to develop and monitor a comprehensive communications strategy for the Massachusetts Universal Pre-K Program. In addition, Mrs. Miller currently serves as a board member of a nonprofit organization, Mil Milagros, committed to the provision of health, nutrition, and educational services for low-income Guatemalan children. With her wide range of experience in educational research and policy and nonprofit startup and board service, Mrs. Miller brings a myriad of skills and expertise that will prove integral to the Founding Board and St. Louis Collegiate.

- **Linda Stewart**, Founding Board Member, Manager, Continuing Education, St. Louis Community College—Forest Park

Linda Stewart is currently the Manager of Continuing Education at St. Louis Community College—Forest Park. In this role, she develops new opportunities and partnerships for community education in the Forest Park service area and directs the day-to-day operation of the Forest Park Continuing Education office. Most recently, Ms. Stewart was the Director of Communications and Training at Urban Strategies, Inc. where she was responsible for tools and systems to create understanding, motivation and acceptance with partners, clients, and employees of Urban Strategies. Ms. Stewart has thirty years of experience in communication management and held the positions of vice president of client services at Catalyst Public Relations in St. Louis, employment and training supervisor at Excellon Automation and personnel manager at Robinson/May in Los Angeles, California. Through this work she has been responsible for training, development, marketing, and promotion of print, radio, TV, and Internet resources. Ms. Stewart is also an adjunct English instructor at St. Louis Community College-Florissant Valley. She is deeply committed to quality educational opportunities for all students in St. Louis and has been of service to the St. Louis community through volunteering in internship and mentoring programs. Ms. Stewart earned a BA in English from the University of Missouri-St. Louis and a Master's in Mass Communications from Lindenwood University. Her expertise in marketing, communications, and public relations will prove incredibly valuable for the Founding Board and St. Louis Collegiate.

- **Jade Venditte**, Founding Board Member, Development Director, Teach For America-St. Louis

Jade Venditte currently oversees the Development Team for Teach For America-St. Louis. In addition she manages corporate, foundation, and public portfolios. In her role, Ms. Venditte cultivates and expands donor relationships, researches and compiles statistical education data for reporting, and collaborates with Teach For America-St. Louis leadership to establish funding strategy and short and long-term objectives. As the Director of Resources and Workshops at the Teach For America summer training institute, Ms. Venditte managed the planning and execution of over 100 professional development workshops for new teachers. As a corps member with Teach For America in Chicago, Ms. Venditte taught writing to elementary and middle school students, served as the Co-Coordinator of the Literacy Initiative Task Force, and was the school's Library Media Specialist. In addition to delivering high quality instruction to her students, through this work, she actively engaged in

fundraising, grant writing, budget development and administration, and monitored the school's literacy growth goal. Ms. Venditte received her BA in Art History and Fine Arts from Drury University and teaching certification in Elementary Education from Dominican University. Ms. Venditte will contribute her insight and advice for the grant writing, fundraising, and educational program of St. Louis Collegiate.

We continue to actively and aggressively recruit members for the founding group to enhance the current skill sets on the founding team and to ensure that the proposed school has the full and deep complement of professional expertise to govern the charter school. All members of the founding group are strategically using their wide professional networks to identify, screen, and select the most powerful additions to the current membership.

B. Community Partnerships

Community partnerships will assist with such efforts as student recruitment, community advocacy on behalf of the school, assisting in the provision of mentorship, enrichment classes, and invitations to students to participate in extended summer or weekend programs. The St. Louis Collegiate founding group has begun building support within the North St. Louis community and in St. Louis at large through conversations with various individuals and community organizations. These conversations have been an opportunity to share our mission and vision as a proposed school, solicit feedback and insight from organizations currently serving the community, and lay the groundwork for potential partnerships in the future.

The following lists indicate individuals and organizations that have committed to supporting St. Louis Collegiate and those whom we will pursue if we are chartered.

Secured Supporters⁴

- **Teach For America—St. Louis:** Committed to building the movement to eliminate educational inequity by enlisting our nation's most promising future leaders, Teach For America—St. Louis has worked tirelessly and with great urgency since 2002 to place corps members in public schools throughout St. Louis to close the achievement gap.
- **The Youth and Family Center:** Serving families in North St. Louis for over a century, The Youth and Family Center provides opportunities for educational, social, and physical enrichment to families and over 1,000 children.
- **St. Louis Center for Family Development:** The St. Louis Center for Family Development delivers professional mental health services to families in the St. Louis area.
- **Propaganda, Inc.:** For nearly a decade, St. Louis-based Propaganda, Inc. has developed a portfolio of local and national clients for whom it has developed brand identities.
- **Children's Advocacy Services of Greater St. Louis:** Providing service to the Greater St. Louis area for nearly fifteen years, CASGL has delivered comprehensive counseling services to children and families throughout the metropolitan area.

Prospective Supporters

⁴ Please see Attachment B: Letters of Support—Community Partnerships.

- **Better Family Life:** Since 1983, Better Family Life, a community development corporation, has been dedicated to improving the quality of life of individuals and families throughout the St. Louis metropolitan area.
- **St. Louis Public Library—Baden Branch:** The St. Louis Public Library provides learning and information services that support and improve individual, family, and community life. Within the neighborhood of Baden, the Youth Services Department of the Baden branch works to promote literacy and assist children with life-long learning through school outreach and in-branch programming.
- **Herbert Hoover Boys and Girls Club:** For four decades, the Herbert Hoover Boys and Girls Club has provided the opportunity and space for youth ages 6 to 18 to reach their full potential. The Club provides extensive programming for youth in the core areas of Character and Leadership Development, Education and Career Development, Health and Life Skills, the Arts, and Sports, Fitness and Recreation.
- **St. Louis North Business Association:** The St. Louis North Business Association, organized in 2003, works to advance the general welfare and prosperity of the North St. Louis region for the prosperity of its citizens and all areas of its business community.

C. Four-Year College and/or University Affiliation

Partnerships with four-year colleges and universities are critical to the mission of St. Louis Collegiate, as they afford our students access to a myriad of resources—human and material—that will facilitate their application and matriculation to and successful graduation from college. At this time, we have secured a letter of support from the University of Missouri-St. Louis.⁵ Once chartered, we anticipate leveraging the support of the University of Missouri—St. Louis and developing formal partnerships with other local universities to begin identifying more specific opportunities for partnership such as tutoring, mentoring, campus visits, summer enrichment opportunities, and dual credit coursework for students.

⁵ Please see Attachment C: Letters of Support—University Affiliation

III. Educational Services Provided

A. Educational Philosophy

To ensure the achievement of St. Louis Collegiate’s mission, our academic goals are informed by the following core beliefs:

1. We must ensure the quantifiable academic achievement of our students.
2. Every child can, and will, succeed academically, given targeted instructional delivery and high behavioral and academic expectations.
3. Development and maintenance of an uncompromising student-achievement focused school culture is imperative.

1. We must ensure the quantifiable academic achievement of our students.

“Attaining that goal, [developing the talents of all to their fullest], requires that we expect and assist all students to work to the limits of their capabilities. We should expect schools to have genuinely high standards rather than minimum ones.”-A Nation at Risk⁶

We believe that a key lever for the academic success and college-readiness of students at St. Louis Collegiate will be the use of a rigorous, standards-aligned college-preparatory curriculum. In addition to ensuring that students are instructed per state standards, St. Louis Collegiate will ensure students master the skills and concepts necessary for success on additional external assessments (ACT, SAT, and AP exams) and necessary for college preparation.

This instruction will be paired with frequent internal and external standards-aligned assessments. At the outset, students’ levels of proficiency will be determined by the use of formative, diagnostic assessments that gauge student mastery of key knowledge and skills from previous grades. Once identified, any areas of developing mastery will be strategically remediated to bridge knowledge and skill gaps while simultaneously facilitating mastery of new material. The degree of mastery of standards within the college-preparatory curriculum will be measured using internal interim assessments. Student mastery will be tracked and reported by teachers to students and families using individual and grade-wide mastery reports. This measure will ensure that frequent communication with families regarding student achievement and academic progress is informed by objective and ongoing achievement data.

The quality instruction necessary to prepare students for college success hinges on the instructional delivery of highly effective teachers. St. Louis Collegiate will have a deliberate focus on the hiring, development, and retention of highly effective, data-driven teachers that use student mastery data to inform their decisions and instruction. The instructional and general professional development of St. Louis Collegiate teachers will be supported by a multi-tiered internal professional development program. Student achievement data will be used to drive decisions regarding professional development to ensure that teacher development is informed by improvement in academic achievement.

In order to meet the profound academic needs of students that are grade levels behind in reading and math and ensure the college-readiness of all students, St. Louis Collegiate will create more time to learn through an extended day, extended year, and summer school sessions. Because advanced proficiency in reading and math are critical for college preparation, St. Louis Collegiate will focus intently on developing students’ literacy and math knowledge and skills through double instruction in math and reading, particularly in the critical middle school years.

⁶ National Commission on Excellence in Education. “A Nation At Risk.” Washington, DC: U.S. Government Printing Office, 1983.

2. Every child can, and will, succeed academically, given targeted instructional delivery and high behavioral and academic expectations.

“Economic status has nothing to do with intellectual ability. You have to set your standards regardless of constituency.” –Helen DeBerry⁷

We believe that demographics do not determine destiny. Therefore, we hold every student that enters our doors to the highest expectation for academic achievement and behavior. We recognize that while many of our students come to us with pronounced gaps in literacy that stem from early childhood experiences at home and school—situations beyond their control and ours—we have, and are prepared to use, every tool at our disposal through targeted instruction to ensure their preparation for success in college and life—an outcome absolutely within the realm of our control.⁸ To this end, every adult at St. Louis Collegiate will be responsible for holding students accountable for our academic and behavioral expectations.

St. Louis Collegiate shares this philosophy with many high-performing, high-poverty schools. However, the results, more so than the philosophy alone, speak to the power of the belief. This can be seen in a growing network of schools whose practice is informed by this philosophy. For example, students at Roxbury Preparatory Charter School (Roxbury, MA) thrive in a highly-structured, academically rigorous learning environment. For the third consecutive year, Roxbury Prep was the highest performing urban middle school in Massachusetts on the 2006 Massachusetts Comprehensive Assessment System (MCAS), and eighty-seven percent of Roxbury Prep’s second graduating class matriculated to prestigious colleges and universities such as Boston College, Howard University, and Wesleyan University in the fall of 2007.⁹ Examples of high performing, high poverty charter schools such as Roxbury Prep that espouse the belief that all children can learn, and transform the belief into reality, serve to reinforce that the actual demonstrates the possible.

3. Development and maintenance of an uncompromising student-achievement focused school culture is imperative.

“Race, ethnicity, and poverty are poor excuses for low expectations.” –Dr. Lorraine Monroe¹⁰

Our expectation for students to succeed academically necessitates an insistence that students not be given opportunities to fail behaviorally such that their academic success is compromised. For this reason, St. Louis Collegiate establishes and exercises an explicit, clear code of conduct that is consistently enforced. Rooted in our core values of accountability, integrity, and respect, our code of conduct outlines clear behavioral expectations that are explicitly taught, deliberately modeled, and consistently and immediately enforced.

Students are required to wear uniforms, and uniform requirements (including wearing a belt, pants at the waist, and tucked in shirt) are non-negotiable. As seen in many high-performing schools such as Excel Academy Charter School in Boston, MA in which a high minority, majority low income urban population of students outperforms even the most affluent communities¹¹, a strictly enforced uniform policy enables

⁷ Carter, Samuel. *No Excuses: Lessons from 21 High Performing, High-Poverty Schools*. Washington D.C.: Heritage Foundation, 2000.

⁸ Hart, Betty and Risley, Todd R. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” Washington: *American Educator*, Spring 2003.

⁹ 2006-2007 Annual Report, Roxbury Preparatory Charter School www.roxburyprep.org.

¹⁰ Monroe, Lorraine. *Nothing’s Impossible: Leadership Lessons from Inside and Outside the Classroom*. Public Affairs, 1997. (105).

¹¹ For more detail, please see www.excelacademy.org.

students and teachers to maximize instructional time by minimizing distractions and unnecessary conversations regarding the appropriateness or inappropriateness of clothing.

St. Louis Collegiate will require students to pass silently through hallways, and all teachers will greet students at the classroom door with instruction and work ready to begin immediately. Establishing order outside of the classroom allows for a seamless, orderly transition into the classroom that will maximize the use of instructional time for student learning.

While excellence in academic achievement is the expectation for all students, and students will be expected to demonstrate the core values of accountability, integrity, and respect, students will have to consistently make the choice to meet those expectations. Making appropriate choices that result in excellent academic achievement and behavior marked by accountability, integrity, and respect will be recognized and positively reinforced.

B. Academic Standards

Rigorous curriculum aligned with state and national standards will guide all teachers in the provision of the necessary instruction in all of the core classes. Therefore, standards will be the basis for all curricular development and implementation at St. Louis Collegiate. Teachers will be evaluated on their ability to successfully move students toward mastery of the standards-based curriculum as evidenced by internal and external assessments. Curriculum mapping, led by the Head of School and Dean of Academics, and in conjunction with the teaching staff, will provide a clear roadmap to meet each student's academic needs in a logical, sequential, and focused way.

All students will meet or exceed the standards articulated by the state of Missouri. To ensure the greatest degree of rigor in all content areas and to fully support our college preparatory mission for every student, we will use Missouri standards and supplement those from other states as needed, as well as those from The National Content Standards which are drawn from experts from the National Council of Teachers of Mathematics, the National Council of Teachers of English, the National Council for Social Studies, and the National Academies of Science. The table below illustrates how we may, for example, supplement Missouri standards in the core areas of Communication Arts and Mathematics by drawing strategically from those in Massachusetts.

MO 5 th Grade Communication Arts Standard	MA 5 th Grade Language Arts Standard
Use details from text to <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose 	<p>Fiction</p> <p>Identify and draw conclusions from the author's use of sensory details.</p> <p>Identify and draw conclusions from the author's use of description of setting, characters, and events.</p> <p>Identify and analyze main ideas and supporting details.</p> <p>Nonfiction</p> <p>Identify and use knowledge of common textual features (for example, <i>title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary</i>).</p>

	<p>Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).</p> <p>Identify common organizational structures (for example, <i>chronological order, cause and effect</i>).</p> <p>Identify and summarize main ideas, supporting ideas, and supporting details.</p>
<p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> roots and affixes synonyms and antonyms context clues glossary and dictionary 	<p>Determine the meanings of unfamiliar words using context clues (for example, definitions, examples, explanations in the text, contrast or cause and effect stated in the text).</p> <p>Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p>
MO 5th Grade Mathematics Standard	MA 5th Grade Mathematics Standard
<p>Read, write and compare whole numbers less than 1,000,000, unit fractions and decimals to hundredths (including location on the number line)</p>	<p>Demonstrate an understanding of place value to billions and thousandths.</p> <p>Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.</p> <p>Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.</p> <p>Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.</p> <p>Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.</p>
<p>Demonstrate fluency with efficient procedures for adding and subtracting decimals and fractions (with unlike denominators) and division of whole numbers</p>	<p>Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.</p>

To ensure that our standards are challenging and content-rich, St. Louis Collegiate will assemble a team of experts for each core subject area and/or leverage the expertise of those well-versed in curriculum and instruction such as Teach For America Program Directors or Content Team leaders to evaluate and provide input into the development of content and performance standards during the planning year. We will also consult with other high performing charter schools in Missouri and around the country. This will allow St. Louis Collegiate to develop content and performance standards that lay a solid foundation

to prepare all students to excel in high school and college. We will also develop a full set of exit criteria for each subject in each grade which will be reflected in our trimester exams. Sample Exit Criteria for 8th and 12th grades are included as Attachment D.

Promotion Policy

We believe that students should only be promoted when they have demonstrated mastery of academic standards. St. Louis Collegiate is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of St. Louis Collegiate's academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we will use a strict and simple promotion policy: students must not exceed absences of 14 days or 7.5% of the school year and must pass all core academic classes and end-of year exams with a 70% or better to earn promotion to the next grade. Students who fail one core academic class or end-of-year exam will be eligible for summer remediation and must demonstrate readiness by earning a 75% or better on a comprehensive assessment in the class that they failed. Students who exceed 14 absences or who fail two or more core academic classes will be retained in their current grade level. We expect that with our multiple layers of student supports that are part of our extended day, week, and year, the majority of students will successfully meet our academic expectations. Students who do not demonstrate readiness will not be promoted.

C. Curriculum

Description of Curriculum

St. Louis Collegiate's curriculum is designed to meet the educational needs of some of St. Louis' most at-risk students and provides an intensive academic program that prepares them for college. If all students are to graduate prepared to succeed in college, a middle school curriculum must emphasize mastery of core content and fundamental skills so that all students are performing on or above grade level by eighth grade. This approach to mastery of the basics will enable students in ninth through twelfth grades to take advanced, college-preparatory courses emphasizing college-level writing, advanced math, deep exploration of literature, social studies, and science, study in a foreign language, and develop higher order thinking skills. This approach supports Missouri Standards, which emphasize greater depths of knowledge as students progress through the grades, and best supports the development of skills necessary for the 21st century global economy.

Each middle school student will have two daily classes in communication arts and in mathematics. Each high school student will be required to complete four years of college-preparatory coursework in English literature, composition, mathematics (including geometry and calculus), science (including chemistry and biology), social studies, and Spanish. All curricula will align with goals and benchmarks indicated by the Missouri standards. With ambitious, objective, and measurable learning goals for each course, sequential courses will build upon previously learned content and skills and minimize gaps and unnecessary instructional repetition. We will take a comprehensive approach to school culture and character education to support our students' development of the habits and values essential for success in school and beyond.

St. Louis Collegiate will use a two-prong approach to develop our college-preparatory curriculum: (1) research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the Missouri Grade-and Course-Level Expectations (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed Missouri's standards, have strong

internal assessments, and come with rigorous professional development); and (2) when research-proven curricula do not fully or adequately align to Missouri's standards or fully prepare students for the demands of rigorous college preparatory coursework at the high school level, we will supplement these curricula with internally developed curricula.

St. Louis Collegiate's curriculum mapping process is based on that of Roxbury Preparatory Charter School, nationally recognized for its curriculum alignment process and outstanding student achievement.¹² Teachers will plan their curricula and academic programs with the end goals/objectives in mind. To identify the precise areas of content knowledge and skills our students should master in each course at each grade level, during summer training, academic faculty will perform a detailed item analysis of all standardized assessments that our students will take, including released MAP test items, Terra Nova, and/or NWEA exams at the middle school level, and PSAT, SAT and End-of-Course exams at the high school level. Once thoroughly analyzed and identified, those specific, measurable areas of skills and content will be combined with Missouri's Standards to create the specific, rigorous and measurable internal academic standards of St. Louis Collegiate for each course in each grade. From these internal standards and specified learning outcomes and goals, teachers will generate a Curriculum Alignment Template (CAT) for each course.

The CAT will include the St. Louis Collegiate internal standard, alignment to the Missouri standard, student learning goals/outcome for each standard, teaching activities to reach these standards, and assessments. These same CATs are then used to create interim assessments and year-end comprehensive assessments for each class. Using the Roxbury Prep modeled CAT, teachers ensure that every Missouri Standard and St. Louis Collegiate standard is addressed within a class lesson, and that every class lesson addresses at least one standard, guaranteeing a high degree of accountability to teaching the standards and ensuring students master all of the necessary content and skills at each grade level. Working closely with the Dean of Academics, teachers use data from the Interim Assessments to revise Unit Planning Maps, guide ongoing lesson planning, evaluate the effectiveness of classroom activities, and identify students in need of enrichment or support.

Curriculum Scope and Sequence

To ensure that we reach the academic goals outlined in our school's accountability plan and our college-preparatory mission, our curriculum scope and sequence is modeled after those of the most successful and highest performing college-preparatory urban charter schools. Since we believe that no high school graduate should be prevented from accessing a college education for a lack of skill or an inadequate academic foundation, we have outlined a course of study that builds such skills and provides such a foundation. Students must demonstrate mastery of core content by earning a grade of 70% in all courses to be eligible for grade promotion and a St. Louis Collegiate high school diploma.

The following is a brief outline of the curriculum that will be used across subject areas at each grade level as well as the progression of content. As a general overview, many topics are necessarily excluded.

Communication Arts – Reading and Writing

5	6	7	8	9	10	11	12
Reading I	Reading I	Reading II	Reading III	English I (American Literature)	English II (World Literature I)	English III (World Literature II)	English IV (Comparative Literature)
Writing I	Writing I	Writing II	Writing III	Composition I	Composition II	Composition III	Senior Thesis

¹² For more detail, please see www.roxburyprep.org.

Reading

In middle school, the reading curriculum begins with a concentration on fluency, comprehension and, if necessary, phonics, and with an introduction to sophisticated pieces of literature for study and analysis. Skill development focuses on comparing, contrasting, and analyzing connections - text to text, text to self, and text to world - identifying perspective, drawing supporting details, increasing vocabulary, and identifying and explaining literary techniques such as similes, metaphors, imagery, and symbolism. High school extends the reading capabilities of students, and focuses on specific genres of literature, progressing from a two-year sequence of study in world literature, to American literature and then to comparative literature. Students develop a deeper understanding of the structure and meaning of a work of literature and study how the form and style of a work of literature is affected by region and historical period. In addition, students analyze how themes are influenced by society and start to identify recurring themes in a broadly representative collection of literary works.

Writing

In middle school, the writing curriculum begins in the fifth grade by focusing on grammar, the writing process, and basic writing conventions. Students are introduced to the editing and proofreading process, expand their use of descriptive words and complex sentences, and start to explore different styles of writing. By the end of eighth grade, students will have developed a personal style of writing, be successfully writing various types of essays and narratives, and be critiquing and proofreading writing samples. In high school, students continue to improve their writing skills, and each year students have a specific writing focus through which they apply their ability to compose a variety of texts as outlined in the Missouri Performance Standards. For example, in ninth grade, students become proficient at technical writing, while in later grades, students explore persuasive and expository writing, culminating in the successful completion of a senior thesis by the end of twelfth grade.

Mathematics

5	6	7	8	9	10	11	12
Math Procedures	Math Procedures	Pre-Algebra	Algebra I	Geometry	Algebra II	Pre-Calculus	Pre-Calculus
Math Problem Solving	Math Problem Solving	Math Problem Solving	Math Problem Solving			Math Analysis	Calculus

In middle school, students have double periods of math instruction to ensure a solid foundation of skills and concepts as they prepare for an accelerated high school mathematics curriculum. Math courses have a dual focus: skills/computation and problem solving. In fifth grade, students focus on mastery of arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. In sixth grade, students continue to build upon arithmetic operations, solve problems using ratios and rates, represent and describe patterns, and represent unknown quantities using symbolic algebra. In seventh grade, students continue to explore symbolic algebra, develop proficiency in linear equations, planar geometry, theoretical probability and statistical analysis. By the end of eighth grade, students complete an Algebra I course comparable to a traditional algebra course offered in the ninth grade. Explicit and targeted instruction in problem solving complements the skills/computation class; the same concepts are taught using word problems and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college-preparatory focus in high school. In high school, students focus on an advanced curriculum that prepares them to complete pre-calculus by the time they graduate and positions them to enter calculus in college. Students who have completed pre-calculus by their eleventh grade year will be able to

complete calculus in their twelfth grade year. By the time students graduate St. Louis Collegiate they will be proficient in radical, polynomial and rational expressions, quadratic and radical equations, fundamentals of proof, coordinate geometry, trigonometric functions, statistics, and calculus.

Science

5	6	7	8	9	10	11	12
General Science I	General Science II	General Science III	Physical Science	Physics	Chemistry	Biology	Earth and Space Science

Informed by Missouri standards, students complete General Science courses in grades five through seven, with emphasis on force and motion, living organisms, Earth systems, and the universe in fifth grade; matter and energy, living organisms, ecology, and Earth systems in sixth grade; matter and energy, force and motion, Earth systems and the universe in seventh grade; and scientific inquiry and science, technology, and human activity in all grades. Students in eighth grade master concepts and skills in a Physical Science course. Students develop proficiency in the content within each subject and utilize standard safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific inquiry experiments. In high school, students take college-preparatory courses designed to cultivate deeper understanding of the different branches of science. In ninth grade, students will study Newtonian physics, energy and matter, electricity and magnetism, properties of waves, and the basic principles of quantum physics. Students in tenth grade understand the principles of chemical reactions, atomic structure and theory, properties of elements, thermodynamics, and properties of acids and bases. Eleventh graders complete an advanced biology course that expands upon their knowledge of life science from the seventh grade and extend and draw connections to the knowledge gained from tenth grade chemistry. Students focus on chemical pathways, cell properties, genetics, comparative anatomy, interdependence and natural selection. In twelfth grade, students complete an Earth and Space Science course in which they explore the components and structure of Earth's systems, interactions among Earth's systems and processes of change, the effects of human activity on Earth's resources, and objects in the universe and their motion. Students continue to hone their scientific inquiry skills and ability to communicate scientific ideas throughout their high school career.

Social Studies

5	6	7	8
Geography	Missouri History	Foundations of American Government	U.S. History (pre Reconstruction)
9	10	11	12
U.S. History (post Reconstruction)	World History I: Ancient Civilization (pre 1500's)	World History II: Modern Civilization (post 1500's)	Government and Economics

Students in fifth grade complete courses that focus on the world's major geographical regions as well as general social studies. In sixth grade, the focus is on Missouri history with a continued focus on general social studies including basic United States history and principles of government and then, in the seventh grade, students focus on a comprehensive study of foundations of American government and advanced study of geographical features including the impact of geographical landscape on people throughout time. These courses are split into seven strands: principles of Constitutional democracy; principles and processes of governance systems; Missouri, United States, and World History; economic concepts and principles; elements of geographical study and analysis; relationships of individuals and groups to institutions and traditions, and tools of social science inquiry. Students study the relationship between each of these seven strands as they pertain to the various regions stated above. They develop map and

globe skills such as using the cardinal directions and information processing skills such as identifying and using primary and secondary sources. They explore the seven strands of social studies in the context of Missouri and also study the government of Missouri and its role in the history of the United States. In high school, students expand their existing knowledge by completing a series of three history courses and one government and economics course. In ninth and tenth grade, students complete two world history courses. The first course concentrates on U.S. history, post-Reconstruction and the second will begin examining world history pre-1500 A.D. The third course continues with world history post-1500 A.D. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Course Outcomes and Missouri Standards Alignment

Curriculum will be fully aligned with Missouri Standards and will be college-preparatory. Based upon the successful model of Roxbury Prep in Boston, MA, and further informed by the data analysis process of North Star Academy in Newark, NJ, all instruction at St. Louis Collegiate will be guided by the Unit Planning Maps created by teachers and supported by the leadership team. Widely recognized as being rigorous, measurable, and appropriately targeted for student growth, Massachusetts grade level standards will be used to supplement the Missouri standards.¹³ With both sets of standards underlying our curriculum, our educational program will be truly college-preparatory. Teachers will use state and national tests including the MAP, SAT, PLAN, and ACT in curricular planning to ensure that St. Louis Collegiate students are able to demonstrate mastery of Missouri Standards and are able to compete nationally for entrance into selective colleges and universities. Specified course outcomes for each core course at each grade level will be comprehensive, measurable, and determined before the beginning of each school year. For examples of the alignment of classroom instruction to Missouri standards, please see Attachment F: Sample Lesson Plans.¹⁴

Multi-Tiered Approach to Student Supports

For all students to reach the high academic standards we have set for them, we must provide a multi-tiered approach to student supports. St. Louis Collegiate provides multiple opportunities for students to access specialized supports to meet their specific learning needs. Supports are available to all students, including but not limited to, students identified as LEP or those with special needs, and best serve our most at-risk students. Our challenging college-preparatory curriculum and our approach to differentiated instruction are also highly supportive of our gifted students. Student supports include:

- **Flexible Ability Groupings.** Students will be placed into flexible ability groupings to facilitate the strongest development and mastery of skills in math and reading. Differentiated instruction geared to students' learning styles will allow for maximum development of skills. Students will never be placed into fixed academic tracks with lower expectations for some students. Rather, all students in the same course will be responsible for mastery of the same concepts and will have the same internal and external assessments regardless of grouping. All assessments and class assignments will be the same across groupings, only instructional methods will be modified. Classes will provide the same content, but to support the learning needs of our students, content will be delivered in varying ratios of direct instruction to independent practice. Because groupings will be flexible, students will be able to transfer to different levels at various points throughout the year. Because internal assessments will be frequent and carefully monitored by the instructional staff and the Dean of Academics, students who need to transfer to another grouping may be efficiently identified and swiftly moved. When appropriate, flexible ability groupings will

¹³ Kendall, J., (1999) "A Distillation of Subject-Matter Content For the Subject-Areas of Language Arts, Mathematics, and Science" (http://www.mcrel.org/PDF/Standards/5091TG_DistillElaMathSci.pdf).

¹⁴ Attachment F: Sample Lesson Plans

help to facilitate the delivery of specialized instructional services to students with IEPs and gifted and talented students. Promotion and graduation requirements will be the same for all students.

- **Extended School Day.** Academic work begins at 7:30 am with Sustained Silent Reading in the middle grades and Advisory at the high school level. The day concludes 5:00 pm after middle school students have had the opportunity to access additional academic support and high school students have participated in various academic supports or co-curricular opportunities. The extended schedule allows additional academic support time for students with special learning needs and those who may lack a structured place to study outside of school.¹⁵
- **Double Periods of Communication Arts and Math.** We anticipate that a large number of students will enter with insufficient literacy and math skills. All middle school students will have two periods of communication arts each day. One class will incorporate standards in reading, include guided reading practice and word study, and focus on the development of the five core reading skills: decoding, fluency, comprehension, phonemic awareness, and vocabulary. The second class will address standards in writing, include explicit instruction to support students' ability to write with precision, clarity and focus, and will develop writing skills through the use of multiple drafts and continuous revision. All middle school students will have two math classes daily. In Math Procedures students will learn and practice math facts and skills for automaticity and accuracy, with a focus in fifth and sixth grades on strong number sense and mastery of the four operations, fractions, decimals and percents, and in seventh and eighth grades on geometric and algebraic concepts. In Math Problem Solving, students will apply their skills to complex, multi-step, real world problems that require analytical thinking. At the high school level, students will have college-preparatory classes in communication arts, with a strong focus on textual analysis and composition via coursework in literature and composition. In ninth grade, students will transition into a strong four-year mathematics program that will emphasize problem solving, fluency in mathematics terminology, reasoning skills, and use of mathematical technology through a one college-preparatory mathematics course each year.
- **Daily Academic Support Classrooms.** Classroom instruction in all core subjects will be standards-driven, fast-paced, and rigorous. While students have dedicated class time to practice the material being taught with the support of the teacher, more dedicated daily support time will be needed for many of our students. Students in need of additional support at the end of class will be referred to Academic Support, a mandatory, non-punitive daily tutoring time, during which students in small groups and in one-on-one settings have the support of teachers and tutors in the core subjects. Academic Support also allows time for Special Education and ELL teachers to provide services to students without removing them from regular classroom instruction, and overall will provide over 100 hours of additional academic attention. All other students will have a quiet and structured environment in which to begin the completion of nightly homework assignments.
- **Year End Remediation/Enrichment.** Students will take year-end assessments three weeks prior to the end of the year. Following the assessments, students who have not earned a 70% in one or more core subject classes will begin intensive remediation in those subjects and will re-take the year-end assessment(s). In this way, we can address the needs of students facing academic challenges, while holding all students to high standards and minimizing the need for summer school and grade retention.¹⁶ During the same three weeks, all students who have earned a grade of 70% or higher in all core subject classes will begin work in St. Louis Collegiate's year-end

¹⁵ Please see Attachments H and I for samples of daily student schedules.

¹⁶ Please see Attachment G: Academic Calendar.

academic enrichment curriculum. Year-end academic enrichment will provide opportunities for gifted and talented students to participate in advanced project-based learning activities such as speech and debate, science fair, and dramatic literature performance. In addition to the programs outlined above, the Dean of Academics will ensure that all eligible students receive all necessary services within the least restrictive environment.

- **Saturday Academy.** At least one Saturday per month from September through May will be reserved for students who continue to struggle academically. During Saturday Academy, teachers will be available to the students in low teacher/student ratios. Students will work on reviewing and relearning areas that presented difficulty to them.

D. Assessment

St. Louis Collegiate's assessment program informs instruction and promotes student learning of established standards, concepts, and skills as outlined in state standards, as expected on state and national assessments, and as required for college preparation. Pursuant to RSMo 160.405, Section 6a, all St. Louis Collegiate freshmen (9th graders) will be assessed on the Missouri Constitution. Multiple assessment strategies are used to: monitor student progress and achievement; make informed instructional decisions; evaluate student understanding; and communicate accurate and meaningful achievement information to parents and students. The student achievement data generated from assessments will be used to inform numerous strategic decisions to improve student outcomes including, but not limited to, informing the scope and depth of required remediation, instituting additional measures for academic support such as tutoring, determining appropriate enrichment, and identifying areas of focus for Individualized Education Plans. Additionally, teachers will be able to pace instruction at a rate that is feasible and ambitious, enabling students to close academic gaps and accelerate learning for college preparation.

Our Accountability Plan is used to evaluate school progress annually and for the charter term. The Governing Board, through its Accountability Committee, reviews progress towards measures in the Plan, the Head of School is evaluated based on its measures, and for every assessment described below, the school has critical goals outlined in the Accountability Plan (please see Attachment A: School-Specific Goals), including goals of meeting Adequate Yearly Progress, full compliance with both Missouri requirements and No Child Left Behind requirements. In addition, St. Louis Collegiate will adopt Power School, a comprehensive, centralized data management program, to efficiently manage data collection for multiple purposes and reporting for multiple audiences. We have chosen this particular web-based system because it complies with our mandatory state reporting and with federal reporting mandated by No Child Left Behind.

Absolute Measures

We administer the MAP test in each year and each subject as required. Scores are used by the state to determine that Adequate Yearly Progress (AYP) has been met across all qualified demographic groups. We use these criterion-referenced assessments to evaluate the effectiveness of the educational program as described in our Accountability Plan and to adjust aspects of our educational program and staffing needs as appropriate. Additionally, St. Louis Collegiate high school students, beginning in 9th grade, will be assessed using the Missouri End-of-Course Exams.

Value Added Measures

We administer a nationally norm-referenced test of basic skills in reading, writing, math, and science at the end of each school year, and, for all students new to the school, upon enrollment. We demonstrate longitudinal growth for cohorts of students, identified and tracked over multiple years. As described in the Accountability Plan, we demonstrate consistent student improvement by cohort and by average gains of

multiple cohorts in national percentile points. Value added scores measure progress of individual students and same student cohorts over time.

Comparative Measures

Using state assessment data in all subjects as required, we compare our students' performance to that of students in St. Louis Public Schools, demographically similar schools, charter schools, the city and state. Results will indicate that students are academically competitive with their community, city, and state peers.¹⁷ All assessment data is analyzed to understand the needs of individual students and to develop and modify curriculum and instructional methods as needed. Baseline data helps determine materials that need to be taught to incoming fifth graders and to outline professional development needs. The Governing Board, families, community members, students, and the authorizer receive regular updates on all achievement data. The Annual Report includes results from and analysis of all data available.

Standards-Based Interim Assessments

We administer standards-based, internal assessments in all core subjects, given at six-week intervals during the school year. Tests will be analyzed for individual results and grade level and cohort specific trends and will inform instructional decisions and student support implementation. Student mastery on interim assessments is formally reported to families through a Student Mastery Report.

Comprehensive Exams

At the start of each year, teachers of the six core subjects design and administer pre-test comprehensive exams based on state standards planned backwards from college preparation at the senior level. Students must pass comprehensive, end-of-year exams to be promoted to the next grade. Students have a great deal of preparation for the final exam through six week assessments, weekly assessments, and other tests and quizzes. Students earning less than 70% on any exam have two weeks during summer extension to take and pass the exam and be promoted.

Teacher-created Assessments

These are used daily (homework, classroom checks for understanding, quizzes), weekly (tests, essays, projects, reports), and cyclically (culminating projects). Teachers use assessments to gauge student understanding.

E. Support for Learning

School Culture

Students must possess the strength in character needed to reach the end goal: college. We realize that it is the combined work of students, families, teachers, and school leaders that ultimately determines student success. Because of this, we will create a culture based on the core values of Accountability, Integrity, and Respect that supports all stakeholders in our students' academic achievement.

Student Support Strategies

We believe that in order for student achievement to occur, a school culture must emphasize structure and discipline, sound character, and responsibility. Student achievement will not materialize from school chaos; we must eliminate distractions and maximize instructional time if we are to close the achievement gap. Students must understand that their effort has a direct correlation on their academic success. School culture is the first step towards that goal.

¹⁷ As an internal measure, we will also compare our students' performance to that of students in more affluent public school districts within the greater St. Louis area.

- **Student Orientation:** Students enrolled at St. Louis Collegiate will participate in a two-week student orientation at the start of each academic year. During the orientation period, there will be a focus on school culture and high expectations. Routines, structures, and behavioral expectations of St. Louis Collegiate will be explicitly taught and relentlessly practiced during this time and students will begin the process of developing the sound character, perseverance and work ethic necessary to succeed.
- **Structured and Disciplined Environment:** St. Louis Collegiate embraces sociologist James Q. Wilson's "broken windows" theory in our intended creation of a structured and disciplined school culture.¹⁸ Student expectations will be clear and consistent; minor issues will be addressed immediately with clear consequences in order to avoid larger problems in the school. Student behavior and adherence to school wide systems will be taught and continuously modeled by teachers and all staff. St. Louis Collegiate students will wear uniforms to minimize distractions and to maintain an environment focused on academics.
- **Sound Character:** The development of sound character within St. Louis Collegiate students is rooted in the core values of Accountability, Integrity, and Respect. These values will be taught as explicitly as we teach our academic content and will support a culture of achievement to help our students prepare for success in college and life.
- **Responsibility of Families, Students, and Staff:** We realize that academic success will be achieved by a collective commitment from all stakeholders in a student's education. Families, students, and staff all sign a Contract for Excellence that outlines their shared commitment to hard work and consistent support of one another and as a pledge of their commitment to education. We will work closely with each family, but when family support is less than what we would like, we will never use this contract as a way of preventing any student from attending St. Louis Collegiate.

Faculty Support Strategies

A strong staff culture is critical to a school wide culture of high expectations. St. Louis Collegiate will not only employ staff who have similar educational beliefs, but will also provide the support and professional development for these individuals to continuously improve and thrive.

- **Staff Orientation:** Staff members will participate in three weeks of orientation in the summer to review teacher and student expectations and to model and practice school wide systems to ensure consistency prior to students' arrival. Teachers will receive professional training and support on curriculum and assessment development, and alignment of the curriculum to state and national standards. This focus on curriculum before school starts will enable our teachers to have a clear scope and sequence for curriculum over the course of the year and will promote proper pacing of instruction to meet academic goals.
- **Staff Expectations:** All staff will sign a contract outlining the shared commitment to hard work, support, and academic excellence. No teacher will be employed at St. Louis Collegiate unless they are committed to these expectations. When the staff shares the same beliefs and works towards common goals, we believe that there is no limit to the achievement gains that they can make with their students.
- **Professional Development:** To maintain a culture of high expectations, teachers must be trained to be consistent in their delivery and to be critical in their analysis of student data. During summer orientation, all staff will review teacher and student expectations and model and practice school wide systems to ensure consistency. In addition, teachers will be guided and supported in the alignment of their curriculum to the state and national standards to ensure that there is a "roadmap" to success that they can follow. Further professional development during the year will be internally driven and will focus on student achievement; we will look at student data to determine strengths and weaknesses in

¹⁸ The "broken windows" theory is a prominent law enforcement theory stating that the prevention of larger crimes begins with stopping small ones. James Wilson and George Kelling, "Broken Windows," *The Atlantic Monthly*, March 1982.

the curriculum and to understand who needs additional support. In addition, we will analyze teaching methods via peer review and support one another to improve the effectiveness of staff members to achieve significant gains with their students. The third component of our professional development will center on visits to other high performing schools. We believe that in order to improve, we must learn from those who demonstrate consistently that their students can achieve at high levels with similar demographics and socioeconomic factors present.

Family Support Strategies

In addition to signing the Contract for Excellence, there are two additional elements of St. Louis Collegiate that are designed to support the family's ability to assist in their child's academic achievement.

- **Family Orientation:** Parents and/or guardians will attend a family orientation after enrolling their child and prior to the start of the school year. It is important that the academic and behavioral messages that a child receives are constant between the school staff and the parents. During orientation, parents will review the expectations and structure of St. Louis Collegiate. They will be introduced to the Family and Student Handbook and will have ample time to ask any questions. This will minimize potential problems and will help to ensure a culture of high expectations.
- **Family Communication:** Parents and/or guardians will be informed of their child's academic and behavioral progress at regular intervals during the year. This frequent contact will come in four forms: teacher phone calls, Dean of Academics phone calls, progress reports and report cards.

Teacher Phone Calls: Teachers will call families at least semi-monthly to update families on their student's academic and behavioral progress.

Dean of Academics Phone Calls: The Dean of Academics, or other discipline representative, will have regular contact with families regarding behavior. The students will be given demerits for infractions as stated in the Code of Conduct. Once a student receives two demerits in a day, the Dean of Academics will call the family to inform them that their child is in danger of receiving detention. The family will also be contacted immediately upon receiving a detention or any serious infraction of the Code of Conduct.

Progress Reports and Report Cards: Families will receive progress reports and report cards six times each year. These reports will contain the student's grades as well as narrative descriptions of areas of strength and struggle. Families will be required to attend Family Conferences to receive the report card at the end of every trimester.

Code of Conduct

The Code of Conduct is the concise description of primary rules and associated consequences that govern student behavior at St. Louis Collegiate. All families and students will review the Code of Conduct publicly at the Family Orientation prior to the start of school. Signing the Family Commitment indicates that each family and student has read, understands and agrees to abide by the Code of Conduct.

The mission of St. Louis Collegiate is to educate students in grades five through twelve for college success through mastery of rigorous academic content and development of sound character. Students who fail to meet St. Louis Collegiate's clearly defined standards for appropriate conduct will not be allowed to disrupt the education of others and will be held accountable to clearly defined consequences. The following beliefs inform our Code of Conduct:

- **Safety:** The Code of Conduct is designed first and foremost to ensure that St. Louis Collegiate students are physically and mentally safe at all times.
- **Respect:** Respect towards self, peers, and adults underpin our character development and helps build community within the school and beyond.

- **Self-discipline:** Students who are organized, focused and committed, behave well in school, speak well in public, and are helpful to others will develop strong self-discipline that will serve them well throughout their lives.
- **Making a big deal out of “little” problems”:** At St. Louis Collegiate, nothing is too small to address. There are no “little” problems; every seemingly small problem can quickly lead to more serious problems. By immediately addressing “little” problems, the school can make sure that big problems happen infrequently, if at all.
- **Clear consequences:** The students of St. Louis Collegiate will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- **Uninterrupted learning:** A major purpose of this Code of Conduct is to minimize distractions in the classroom so that students can commit 100 percent of their attention to academic learning.

Infractions to the Code of Conduct will result in consequences subject to the discretion of the Head of School, and/or Dean of Academics. These consequences may include, but are not limited to, demerits, detention, Homework Club, loss of school privileges, Saturday Academy, out-of-school suspension, and/or expulsion (expulsions must go through a process through the Board of Trustees, which is outlined in Missouri Revised Statutes Section 167.161).

Procedures for Disciplinary Action

Demerits and Detention

If a student commits an offense that calls for the assignment of demerits, detention, school service, Saturday Academy or other in-school disciplinary action, s/he is subject to the following:

- The staff member addresses the conduct and assigns an appropriate consequence. The staff member may refer the matter to the Dean of Academics for review and possible additional disciplinary action. The consequences are implemented at the discretion of the Dean of Academics or their designee(s).
- If necessary the student is removed from class.
- For every three demerits a student receives in a week, s/he serves detention after school on a date determined by the school. If a student receives nine or more demerits in a week, s/he is required to Wednesday detention or out-of-school suspension at the discretion of the Dean of Academics.
- Students who do not have their full uniform by 7:50 am will receive a detention. Parents must pick up children who are not properly dressed for school, bring the missing Dress Code items to the school, or authorize the student to return home to retrieve the necessary items as students may not be permitted to attend class without the proper uniform.
- Students are responsible for transportation home when they are assigned to detention or Homework Club and for transportation to and from Saturday Academy.
- If the incident is not resolved or occurs again, further disciplinary action is taken. A parent or guardian may be required to meet with an administrator regarding infractions prior to a student's return to school.

Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less) s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him or her.
- The Dean of Academics or his designee addresses the conduct and assigns an appropriate consequence.
- The parent/guardian is notified by the Dean of Academics or by his designee.
- A parent or guardian may be required to meet with an administrator regarding infractions prior to a student's return to school.

Examples of infractions that might warrant short-term suspension may include, but are not limited to:

- Demonstration of serious disrespect toward another student, staff member, or visitor
- Play-fighting or touching another student
- Use of profane or otherwise inappropriate language (egregiously inappropriate language may result in long-term suspension)

Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The parent/guardian is notified in writing by the Head of School of the intent to suspend.
- The school sets a hearing date. The student and or his/her parent/guardian are notified in writing of the: charges and statement of the evidence; date, time and place of a hearing; notice of the right at the hearing to be represented by legal counsel (at the student/parent's own expense) and present evidence and question witnesses.
- After hearing the case, the Head of School issues a written decision to be sent to the student, parent/guardian, school's Board of Trustees, and student's permanent record.

Examples of infractions that might warrant long-term suspension may include, but are not limited to:

- Committing an act of physical violence (pending a hearing, such acts will likely warrant expulsion)
- Use, possession, distribution, or sale of alcohol, tobacco or illicit drugs (such an act will also warrant reporting to authorities, and/or a recommendation for expulsion, as required by law, or at the discretion of the school)
- Habitual disruption (defined as repeated disruptive behavior that has previously warranted a short-term suspension)

Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing. Prior to any decision by the Trustees to uphold the expulsion of the student the parent/guardian will be notified in writing of: the charges and a statement of the evidence; date, time and place of the appeal hearing; notice of the right at the hearing to be represented by legal counsel (at the student/parent's own expense) and present evidence and question witnesses.

Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, St. Louis Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Family Engagement

St. Louis Collegiate values relationships with families. We will meet individually with each family upon their student's enrollment, conduct mandatory annual family orientations, agree to mutual responsibilities in a Contract for Excellence, make bi-weekly phone calls to every family on their student's academic and behavioral progress, and provide access to teachers through individual professional phone extensions and e-mail addresses. In order to measure parent satisfaction, we will conduct annual parent surveys and publish the outcome of the surveys in our school newsletter, as part of our annual report, and on our school website.

Community Partners in the Life of the School

As a non-profit organization in the community, we recognize the need to establish partnerships with local individuals and organizations. St. Louis Collegiate will seek partnerships to assist the Board of Trustees and leadership team in realizing the mission and reaching the school's overarching goals. The partnerships will assist with such efforts as student recruitment, community advocacy on behalf of the school, professional development, assisting in the provision of mentorship, enrichment classes, and invitations to students to participate in extended summer or weekend programs.

F. Special Student Populations

Students with Special Needs

St. Louis Collegiate will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). We will provide a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). We will fully comply with additional regulations and policies of Missouri. St. Louis Collegiate will operate as a Local Education Agency (LEA) and will not contract with the St. Louis Public Schools for special needs services. St. Louis Collegiate will submit an annual report to the Department of Elementary and Secondary Education (DESE) detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting.

Our special education program will be spearheaded by an appropriately certified Dean of Academics who will be directly responsible for ensuring that St. Louis Collegiate is in compliance with all applicable Special Education laws and requirements. Experienced and certified Special Education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. To the greatest degree possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. When it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special Education teachers will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Dean of Academics and/or Special Education teacher(s) on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans (IEPs). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by St. Louis Collegiate certified staff or specially contracted expert professionals) for those with special needs. St. Louis Collegiate is committed to providing excellent educational services to our special student population. We also recognize that it is challenging to project the percentage of students that will require special education services and/or the exact nature of those services. At this time we have doubled our

original expenditure for special education services to an annual expenditure of \$16,000. This projection is comparable to that of Columbus Collegiate Academy, a programmatically and demographically similar school in Columbus, OH, which experienced a Special Education expenditure of roughly \$20,000 in its first year. We will continue to research the Special Education expenditures of geographically similar schools to develop additional contingency budgets with increased Special Education expenditures.

When students are admitted to the school, we will follow up with the sending schools to determine whether the students have IEPs and ensure these records are transferred to St. Louis Collegiate prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Dean of Academics to determine appropriate services to be delivered at St. Louis Collegiate. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, St. Louis Collegiate's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Head of School and Dean of Academics will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Dean of Academics will implement a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teacher's anecdotal data. If pre-referral strategies are unsuccessful, the student is not progressing academically, and the classroom teachers or Special Education faculty believe a disability may exist, the student will be referred, in writing, to the Dean of Academics for individual evaluation and determination of eligibility for Special Education programs and services.

Limited English Proficient Students

St. Louis Collegiate aims to educate all students for college and life success through mastery of rigorous academic content and development of sound character. To achieve this mission, there is great urgency to develop every St. Louis Collegiate student into a literate and fluent reader, writer, and speaker of English. To that end, St. Louis Collegiate will identify students as LEP using the Home Language Questionnaire, and as appropriate, oral exams and assessments such as the Language Assessment Battery-Revised (LAS/LAB) exam battery. It is essential that St. Louis Collegiate works with identified LEP students in an inclusive, structured English language immersion (SEI) program that provides them with the challenge and extra support necessary for rapid achievement of English proficiency. In order to ensure that our LEP students master English as quickly as possible, we will provide trained staff, specialized curricular materials, extra time, and tutoring, and in-class services for students in need of supplementary support.

All St. Louis Collegiate teachers will receive professional development training and practice in communicating with LEP students. They will be provided with tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support. Teachers will be trained in the use of graphic organizers, scaffolding, and backwards planning for all students with a particular emphasis on those who are designated as LEP.

Gifted Students

St. Louis Collegiate understands that some students, by virtue of intellectual gifts or advanced preparation, will need additional academic challenges. The design of St. Louis Collegiate's curriculum is especially well-suited to serve these students.

St. Louis Collegiate sets an extremely high bar for academic performance, requiring algebra in the eighth grade, demanding reading of literature in all grades, and writing across the curriculum. As a result, it is less likely that students will not experience some academic challenge from the standard curriculum. However, just as individualized instruction after school can be used for students who are struggling; this individualized instruction will support those students who need acceleration beyond the curriculum.

Students who are reading above grade level may participate in a reading seminar of advanced texts in the afternoon, in place of the Reading class. Students who excel in math and science may receive special projects in place of subject material that has already been mastered. Different reading, of a higher grade level or including primary sources, may be assigned in history. Academic Support time will provide other intellectual pursuits which may include chess, mock trial, debate, geography bees, or science experiments. Flexible Ability Groupings will also support the learning needs of our gifted students.

St. Louis Collegiate is committed to the best education for every child. If it proves necessary to accelerate a student into the next grade or provide other accommodations, the school will do whatever is necessary to meet the learning needs of the child.

G. School Characteristics

For children to learn more, we must provide more time for them to learn.¹⁹ St. Louis Collegiate's academic year will provide an extended school day within an extended school year – both proven effective in urban settings with low-performing public school students. Therefore, students will have the support and time needed to remediate academic gaps and accelerate learning in a college-preparatory program. Enrichment programs, tutoring, and homework support will enhance the school day, providing students with an in-depth knowledge of the curriculum and the confidence to achieve in a high-expectation environment.

The academic year will be 186 days, from the fourth week of August through the mid-June. We will follow St. Louis Public School's schedule for holidays and closures. The school day will begin at 7:30 am with breakfast, Sustained Silent Reading, and Homework Hand-In for the middle grades, and breakfast and advisory at the high school level. Academic classes start at 8:00 am at the high school level and 8:20 am at the middle school level. Each core class in the middle school is 50 minutes long and daily lunch/physical activity is 45 minutes. Core classes at the high school level are 60 minutes, and 25 minutes are allotted for lunch. Middle school students are dismissed from their regular academic day by 4:10 pm, and the high school regular academic day ends at 4:00 pm. Middle school students receive 55,800 instructional hours per academic year, and high school students receive 75,320 instructional hours each academic year. Middle school students who commit disciplinary infractions that warrant an afternoon detention or students who fail to successfully complete all homework assignments will remain from 4:10 to 4:40 pm. From 4:00 to 4:50 pm, high school students will participate in co-curricular activities, academic support, or serve an afternoon detention if warranted by disciplinary infraction.

In an impoverished community with established schools performing below state averages and students below proficient levels, St. Louis Collegiate must redouble efforts to ensure urban students bridge the gap between their performance and that of their suburban counterparts. We will provide two blocks of communication arts and math per student per day at the middle school level. Daily tutoring and Saturday program hours will bolster this effort for students who require even more instructional and support time.

¹⁹ Please see Attachment G: Academic Calendar and Attachments H and I: Sample Middle School and High School Student Schedule

Each Wednesday the school day is accelerated with dismissal at 2:50 pm to provide all staff Professional Development.

Students will participate in a two-week orientation at the start of the school year. This orientation will introduce students to the culture of high expectations and no excuses at St. Louis Collegiate and will provide direct instruction and practice of school-wide expectations, procedures, and routines.

The school is based on a trimester schedule. Each trimester lasts approximately 60 days and ends with comprehensive and cumulative trimester exams. Teachers will compile test and class grades promptly, and report cards will be picked up at school by parents one week following trimester exams at parent-teacher conferences. Progress reports will be sent home at the midpoint of each trimester. Professional Development days for staff are scheduled throughout the year.

Students will be divided into four grade-level teams; students within a team will have the same schedule throughout the day. This will provide simplicity in scheduling and group camaraderie. All students will have the opportunity to begin daily homework assignments at the end of each day with a teacher's support - this time identified on the sample schedules as Academic Support. All students will have Enrichment opportunities once per week and participate in an enrichment project each year. These activities might include student government, martial arts, computer literacy, debate, chess, and others, and offer students a chance to explore their individual interests within a structured group setting, as well as build communication skills and confidence in achievement.

The typical day in the life of St. Louis Collegiate students begins at 7:30 am.²⁰ As students enter the building, they walk directly to the Community Circle area, submit homework for each class, and sit with their homeroom class. The students will engage in Sustained Silent Reading as they eat breakfast. At 7:50 am, students line up silently with their classmates and walk in a straight line to their morning homeroom/advisory. During homeroom/advisory, students are able to ready themselves for the day by ensuring they have all necessary materials, touch base with their advisor, and participate in team building exercises that contribute to a positive homeroom and school culture. At 8:20, students begin their first class of the day by rising to greet their teacher with "Good morning." The teacher greets the students with "Good morning" and instructs them to be seated. Students immediately begin the Do Now questions on the board. The students will have three 50 minute academic classes before a 10 minute break during which they transition in preparation for Sustained Silent Reading, are excused to use the restroom with a pass no more than two at a time, and have an opportunity to engage in conversation with their peers in a productive and professional manner. Students participate in Sustained Silent Reading for 25 minutes before transitioning to a 25-minute lunch period.

At 11:25 am, students will silently collect their lunch, and sit silently. Once every student is seated, the lead teacher will signal to the group that they have permission to talk at a productive and professional level while they eat.²¹ Students who have completed their homework from the night before will have a brief recess of structured physical activity. Students who did not complete their homework will attend a recess detention to work on incomplete assignments.

When recess and recess detention are over, students return to academic classes at 12:10pm. There will be three more academic classes, each lasting 50 minutes. At 3:00pm, students will transition into a 50-minute teacher-supported Academic Support period two days a week. All students will make sure they have all assignments recorded in their planners and get a jump-start on the evening assignments and ask

²⁰ Due to page limitations, we have focused our "day in the life" description on middle school students.

²¹ This approach is modeled after Excel Academy Charter School, a Building Excellent Schools Fellow-Founded charter school nationally recognized by the Center for Education Reform as one of the most successful charter schools in the country.

any questions as needed. On alternate days, students will begin a 50-minute Physical Education/Health class.

Three days a week, from 3:50pm to 4:20pm students will participate in Advisory/ Literature Circle during which they have the opportunity to extend their learning and foster stronger peer relationships by discussing an appropriate grade-level text selected by their class. On Fridays, students will participate in Enrichment classes, choosing between several options such as debate, student government, martial arts, and computer literacy.

At 4:20pm, students will be dismissed, in order, according to mode of transportation (public transit, pick-ups, and walkers). Students who did not satisfactorily complete their homework from the previous night or who committed a behavioral infraction that earned a detention will remain from 4:30 to 5:00pm.

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

Enrollment Plan and Rationale

Projected Enrollment assumes 10% annual attrition		Middle School				High School				Total Projected Enrollment (Absolute maximum with 0% attrition)
		5	6	7	8	9	10	11	12	
First Charter Term	Planning Year									0
	Year 1	100								100 (100)
	Year 2	81	100							181 (181)
	Year 3	81	81	90						252 (262)
	Year 4	81	81	73	81					316 (343)
Potentia 1 ^{2nd} Charter	Year 5	81	81	73	66	73				374 (424)
	Year 6	81	81	73	66	59	66			426 (505)
	Year 7	81	81	73	66	59	53	59		472 (586)
	Year 8	81	81	73	66	59	53	48	53	514 (667)

St. Louis Collegiate is designed to be a small school, where an accountable school culture and focus on individual academic needs support dramatic growth in student achievement. Due to our ordered and demanding culture and the accelerated pace of our academic program, we do not intend to enroll new students in grades higher than sixth. Ensuring that the student: faculty ratio remains small for advisory groups and regular parent contact is critical to the school design. Similar schools that utilize a similar enrollment model include KIPP Academy Lynn in Lynn, MA where roughly 73% of students enrolled in 2006-2007 were students of color and nearly 86% of students were classified as low-income. In addition, in 2006-2007, the student population of Roxbury Preparatory Charter School was 100% students of color and 62% of students were eligible for Free and Reduced Lunch²². As a result, in its first operational year, St. Louis Collegiate will admit 100 fifth grade students. In all future operational years, we will control for

²² KIPP Academy Lynn and Roxbury Preparatory Charter School Annual Report 2006-2007.

overall school size by admitting a smaller fifth grade class of 81 students. We will accept students in grades five and six, and assuming 10% annual attrition in later grades as experienced by similar schools serving similar populations²³, the total school enrollment, at full capacity, will be 514 students. Our conservative programmatic and financial planning reflects that likelihood. In the event of no attrition, the proposed maximum total enrollment of the school is 667. This school size reflects an initial enrollment of 100 students in fifth grade during the first year of operation, and, in the event of zero attrition, the total enrollment of eighty-one students in fifth and sixth grades in each subsequent year.

Due to the great academic need and pronounced gap in achievement between low-income middle and high school students and their affluent peers, particularly within some of the City's most at-risk communities, St. Louis Collegiate proposes serving students in grades five through twelve. This model will allow for seamless college-preparatory middle and high school education and facilitate a deliberate transition directly into institutions of higher education. St. Louis Collegiate proposes a slow growth model that will allow the school to grow culture and the academic program strategically over time, develop and modify a standards-driven curriculum specific to the needs of each grade level, and design and continuously improve a strong assessment system to monitor and aggressively support student achievement.

Demonstrable Evidence of Parental Demand

We are humbled and gratified by the strong support of the community for St. Louis Collegiate. In response to community outreach, we have received 95 signatures from parents of school-age children and a total of 55 signatures of parents stating their belief in the need for the school in the community. Due to page limit restrictions, these signatures have not been included here, but are immediately available upon request.

Recruitment Process

As a public school within St. Louis, St. Louis Collegiate is available for an option of choice for students throughout the city. To ensure that St. Louis Collegiate receives applications from all interested families, we will utilize the planning year, between the time of charter sponsorship and August of 2010, to market the school throughout St. Louis with a special focus on the neighborhood of Baden and other neighborhoods in north St. Louis. Marketing strategies may include:

- Presentations at parent meetings, community meetings, and neighborhood associations
- Mass mailings of the school brochure and enrollment form
- Use of the school website to publicize the school
- Door-to-door placement of school information and door-to-door conversations with interested families
- Communication through local churches, community organizations, and service agencies
- Newspaper, radio, and local cable television advertisement

St. Louis Collegiate will recruit students in a manner that ensures equal access to the school and does not discriminate against students on the basis of race, color, religion, gender, sexual orientation, language of origin, ethnicity, national origin, intelligence level, or exceptionality. Priority will be given only for siblings of enrolled students.

²³ This enrollment model was suggested by Scott McCue, Founder of Boston Preparatory Charter Public School, based on his experience at the Academy of the Pacific Rim. In addition, the enrollment and attrition models of two additional similar schools, North Star Academy and Boston Collegiate, reflect initial annual attrition of roughly 10% that ultimately leveled to about 5% per year.

If the St. Louis Collegiate charter is approved, the school will immediately release a simple application which requests basic contact information and verifies that students will enter fifth grade in the fall of 2010. A detailed description of the school program and the Contract for Excellence will accompany the application. The application packet will be mailed to parents who completed letters of intent to enroll and parents of eligible students enrolled in SLPS, distributed throughout the community, and posted on the internet. This application packet will be further detailed in the Full Application. All applications for enrollment will be due the last Friday in February. No pre-admission activities will be required, though optional information sessions will be held for parents and the school may conduct door-to-door marketing as well.

Enrollment Process

Applications will be received by the school and all information will be collected in a central database. Date of receipt will be tracked and all parents will be notified by postcard of application receipt. If the school receives more applications for enrollment than it has spaces available, St. Louis Collegiate will hold a lottery in order to identify admitted students and prioritize the waiting list. The lottery will be held publicly on the second Thursday of March. Students' names will be drawn at random, with preference given to siblings of students already enrolled in the school. All parents will be notified in writing of either admission or waiting list status for their children. Following admission, St. Louis Collegiate staff will visit each student's home during the spring to review the school program and expectations and to sign the Family Contract. If students do not accept their admission, students on the waiting list will be notified immediately and the same process will be followed. All enrolled students and families will attend a Family Orientation Day in May or June, which will include further information about the school and skills tests for students.

Eligibility of County Students

At this time, St. Louis Collegiate does not anticipate participating in the Voluntary Interdistrict Transfer Program. However, pending Board review, St. Louis Collegiate may opt to become a participating school.

B. Human Resources

Staffing the School

We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers will be evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility. Most importantly, teachers will be evaluated on their ability to dramatically improve student achievement as measured and outlined in our Accountability Goals. We will work to attract entrepreneurial, mission driven, staff members - individuals who hold and enforce the highest of academic and behavioral expectations and see student achievement as the ultimate reward. Foremost, all employees will submit and complete criminal background and child abuse registry checks, per Missouri State Law, as a condition of employment. Each staff position at St. Louis Collegiate will have a clear set of responsibilities and duties. Our job requirements will be demanding and we understand that working at St. Louis Collegiate will not be attractive to every teacher because of those high expectations. Although teachers will have multiple demands placed on them, such as teaching four sections daily, organizing enrichment activities, maintaining contact with parents on a bi-weekly basis, composing and evaluating end-of-trimester assessments, they will be supported through multiple internal structures such as dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team²⁴.

²⁴ Please see Attachment M: Provisional Draft of Employee Policy Manual

A broad educational spectrum of the adults in a school, employed in a variety of professional positions, is the most powerful influence on student academic performance. With this in mind, St. Louis Collegiate will recruit, train, and support the highest quality faculty and staff. We are ready to begin the process of identifying the faculty and staff needed to carry out our mission by casting a wide net into the current applicant pool as soon as a chartering decision is made.

We will take a local and national approach for recruiting teachers. Nationally, we will tap the alumni networks of colleges and universities and Teach For America alumni, post openings on our web site and in education journals, Craigslist, Idealist, MOREAP, MCPSA Job Posting, and by word-of-mouth. Locally, we will recruit at all of the major universities within the state including, but not limited to, The University of Missouri-St. Louis, St. Louis University, Webster University, Washington University, The University of Missouri-Columbia, Missouri University of Science and Technology, Harris-Stowe University, Fontbonne University, and Maryville University, and Lindenwood University. Board members will also distribute job openings to educators and leaders within their networks to help identify potential faculty and staff.

The Head of School and Dean of Academics will share the responsibility of reviewing applications, interviewing, and making offers to potential candidates. All final decisions for hiring will be made by the Head of School. The Office Manager will schedule interviews and mail all follow-up materials. The school will ensure the quality of the staff through the use of the following five-step process for selecting and hiring the most qualified candidate²⁵. Throughout the process, teachers will be evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility.

- **Step 1:** Candidate submits an application, resume, and cover letter.
- **Step 2:** Head of School and Dean of Academics separate candidates into three categories: (1) very strong, (2) good, and (3) weak. Very strong candidates receive an in-person interview. Good candidates are scheduled for a 15-minute phone interview. If the phone interview is strong the candidate will receive an invitation to an in-person interview. Weak candidates are sent a postcard acknowledgment.
- **Step 3:** If a candidate has a strong in-person interview, we will then ask faculty candidates for a sample lesson plan and, if feasible, set up a time to view teacher candidates in their classrooms.²⁶ For administrative positions, we may ask for additional documentation pertinent to their application. If the candidate has potential but would not be an appropriate hire at the time, we will put them in the applicant resume file, an internal database of individuals who, after more experience teaching or with additional training, may be a possible hire in the future.
- **Step 4:** If the lesson plan or supplemental material demonstrates that the candidate is strong, we will then request references, transcripts, and writing samples. If we are still unsure about the candidate's potential for success at St. Louis Collegiate, we may ask for additional material such as another lesson plan or a follow-up interview or put them into the applicant resume file.

²⁵ Please see Attachment N: Hiring Flow Chart

²⁶ In the first year we will not have St. Louis Collegiate students for the prospective teacher, but we will use our community ties to pull together mock classrooms.

- **Step 5:** If candidates have gone through the entire process successfully, we will make them an offer of employment. This offer will be contingent upon a background check²⁷, drug test, and reference check.

In addition to meeting qualifications detailed in the respective job descriptions, at each juncture in the hiring process, candidates are evaluated on a specific set of selection criteria as detailed below:²⁸

Hiring Process Step	Criteria for Consideration	Criteria for Classification		
		<i>Very Strong (Yes)</i>	<i>Good (Maybe)</i>	<i>Weak (No)</i>
2.) Application/Resume/Cover Letter Review	<p>-Mission alignment (including any “pre-vetting” via association with organizations with similar missions; e.g. Teach For America)</p> <p>-Quantifiable student achievement results (evidenced by student growth or mastery data)</p> <p>-Relevant teaching experience (similar community, similar grade level)</p> <p>-Ability to collaborate/collegiality</p> <p>-Communication (written)</p>	<p>-Previous work with organization with similar mission and strong results</p> <p>-Similar community, grade level, same content area</p> <p>-Experience leading/training adults with positive results</p> <p>-Clear, coherent expression without error</p>	<p>-Previous work with organization with similar mission but limited results</p> <p>-Similar community but different grade level or content area</p> <p>-Experience working with team of adults with positive results</p> <p>-Coherent expression that is easily understood but with minor</p>	<p>-No quantifiable results and no previous work with organization with similar mission</p> <p>-No relevant teaching experience</p> <p>-No experience leading/training or working with team of adults OR worked with/led team of adults with negative results</p> <p>-Unclear, incoherent, or error-ridden communication</p>

²⁷ Background checks will consist of reviewing local (including any county where the potential hire has lived in the past five years), state, and national checks, a licensure check, receipt of college transcripts, and child abuse and national sex offender registry.

²⁸ This approach is informed by best practices from Roxbury Prep Charter School as presented by the school’s Co-Director, Dana Lehman, during a hiring training session to Building Excellent Schools Fellows on December 15, 2008. This matrix is designed to provide a framework for the hiring process, but does not constitute an exhaustive list.

	-Professionalism (writing and adherence to applicable timelines for submission of resume/cover letter)	-Demonstrates consistent adherence to professional standards of punctuality and communication	error -Demonstrates general adherence to professional standards with one minor deviation	-Fails to demonstrate any adherence to professional standards or demonstrates egregious deviation from professional standards
3.) Interview	<p>-Mission alignment (all students can learn, college preparation, high expectations, structured learning environment)</p> <p>-Persistence</p> <p>-Respect and Humility</p> <p>-Approach to instruction (as indicated by past behavior)</p>	<p>-All students can learn; All students should have preparation for college</p> <p>-Recognizes persistence as vital part of work and provides concrete example(s) of persistence in previous experience</p> <p>-Speaks respectfully about students and families we serve and recognizes areas for self-improvement/ development</p> <p>-Backwards planning or uses state standards/ released items from state assessments or creates long term plan for the year to inform weekly/daily plans or considers differentiating at all levels and explains</p>	<p>-All students likely won't go to college, but they should be prepared</p> <p>-Demonstrates persistence in previous experience but does not identify persistence as vital part of work as educator</p> <p>-Speaks respectfully about students and families but cannot readily identify areas for self-improvement/ development</p> <p>-Adheres to school's curriculum policy exclusively but cannot provide explanation of strengths and/or</p>	<p>-“College isn't for everyone”</p> <p>-Does not recognize persistence as necessary part of work and/or does not demonstrate ability or willingness to persist in previous experience</p> <p>-Makes disparaging remarks/generalizations about students and families in the community we serve or is unable to identify areas for growth/believes himself or herself to be infallible</p> <p>-Teaches what he/she “thinks” students need to know or plans day by day or relies on boxed curricula/ scripted lessons to the exclusion of planning</p>

	<p>-Content knowledge</p> <p>-Potential for collegiality/founding team mentality</p> <p>-Critical thinking/Self-reflection</p>	<p>rationale for doing so</p> <p>-Identifies key concept in field and provides correct, grade-level appropriate explanation</p> <p>-Willing to help in “all hands on deck” environment or recognizes that ability to achieve mission hinges on team working together successfully</p> <p>-Willing and able to identify causes of success or failure and determine ways to improve outcome</p>	<p>limitations of approach</p> <p>-Identifies key concept in field, explains correctly, but is unable to provide grade-level appropriate explanation a student would understand</p> <p>-Recognizes importance of team and demonstrates willingness and ability to work effectively as part of team, but does not fully understand how founding environment differs from established environment</p> <p>-Willing to identify causes of success or failure but unable to do so or unable to determine ways to improve outcome</p>	<p>-Unable to identify key concept in field or incorrectly explains concept</p> <p>-Demonstrates aversion to working with team or indicates that working as part of a founding team is easier than at an established school</p> <p>-Unwilling to identify causes of success or failure and unable to determine ways to improve</p>
4.) Sample Lesson	-Critical thinking	-Willing and able to identify causes of success or failure of lesson and determine ways to improve outcome	-Willing to identify causes of success or failure of lesson but unable to do so	-Unwilling to identify causes of success or failure of lesson and unable to determine ways to improve

			or unable to determine ways to improve outcome	
	-Respect and humility (rapport with students)/Ability to motivate others	-Sets positive, respectful, structured tone in classroom from outset or addresses discipline issues quickly and respectfully to avoid escalation or praises good behavior and positive choices		-Abusive or demeaning to students
	-Content knowledge (evidence of learning)	-Delivers instruction on key concept in field that is correct and grade-level appropriate for students to understand and master	-Delivers instruction on key concept in field correctly, but is unable to provide grade-level appropriate instruction such that students understand/master concept	-Unable to deliver instruction on key concept in field or delivers erroneous instruction on concept
	-Ability to collaborate	-Implemented 100% of lesson recommendations from school leader and/or lead teacher	-Implemented the majority of the lesson recommendations with few exceptions	-Failed or refused to implement any of the lesson recommendations
	-Approach to planning (lesson quality, quality and organization of materials)	-Key takeaways are listed, ambitious, relevant, connected to state standards and opening is 3-5 minutes, pen to paper and does not require additional instruction from teacher, connected to objective,	-All elements of the lesson are present, but two or fewer are lacking one characteristic of a strong lesson cycle element	-There is no evidence of a plan or materials or guided practice does not prepare students for independent practice, or lesson provides no opportunity for students to show what they've learned or no

		and intro to new material is engaging, differentiated, teacher-driven, uses strong examples, and anticipates misunderstandings, and guided practice is sufficient, gradually prepares students for independent practice, uses strong relevant examples, and independent practice is ample, differentiates, and provides opportunities for extension, and closing is connected to lesson, provides opportunity for students to show mastery of what they have learned, and homework is assigned, rigorous, and connected with in-class learning		homework is assigned or homework is lacking in rigor
5.) Reference Check, Transcript Verification, Background Check, Writing Sample	<p>-Professionalism (writing sample, reference check, background check)</p> <p>-Ability to collaborate (reference check)</p> <p>-Content knowledge (transcript verification)</p> <p>-Respect and humility (background check,</p>	<p>-Background check does not indicate any incidences of child abuse, criminal activity, or licensure/certification suspension or revocation that would inhibit eligibility for employment</p> <p>-References do not indicate any significant instances of lack of teamwork</p> <p>-Transcript verification does not indicate discrepancy between reported content knowledge and coursework</p> <p>-References do not indicate any instance of</p>		<p>-Background check indicates any incidences of child abuse, criminal activity, or licensure/certification suspension or revocation that would inhibit eligibility for employment</p> <p>-References indicate any significant instances of lack of teamwork</p> <p>-Transcript verification indicates discrepancy between reported content knowledge and coursework</p> <p>-References indicate any instance of disrespect to co-</p>

	reference check)	disrespect to co-workers, supervisors, students, or families and background check does not indicate any incidences of child abuse, criminal activity, or licensure/certification suspension or revocation that would inhibit eligibility for employment		workers, supervisors, students, or families or background check indicates any incidences of child abuse, criminal activity, or licensure/certification suspension or revocation that would inhibit eligibility for employment
--	------------------	---	--	---

We will ensure the quality of the workforce through ongoing professional development and performance reviews. The Dean of Academics will regularly evaluate teachers. Each teacher will have three formal observations each year. Teachers will be evaluated on planning, execution, student achievement results, reflection and professional growth. All hiring and rehiring decisions will be the responsibility of the Head of School.

During the first year of operation St. Louis Collegiate will employ 10 FTEs (Full Time Equivalents).²⁹ All full time staff will receive a comprehensive benefits package that includes health, dental, and life insurance as well as workman's compensation and unemployment benefits. St. Louis Collegiate will also contribute to the Teacher's Retirement Fund on behalf of our staff. Each of the six teachers employed in our first operational year will earn an annual salary of up to \$41,500. The Office Manager will earn \$30,000. The Dean of Academics will earn a salary of \$51,500, the Business Manager will earn \$61,500, and the Head of School will earn \$71,500. We have developed a staffing pattern that will enable us to maintain our rigorous schedule and provide the services our students need. When considering applications, we will be able to track individuals who may not have an immediate role but who may be ideal for a future responsibility. In year one, the staff will consist of a Head of School, Dean of Academics with Special Education Certification, Business Manager, six classroom teachers with one or more holding Special Education Certification, and an Office Manager/Operations Coordinator. In year two, the Head of School will hire six additional teachers. In year three, six more teaching positions will be filled.

St. Louis Collegiate teachers will deliver four hours of direct instruction distributed over four one-hour class periods. Teachers will have two one-hour planning periods each day. The lunch period will be duty-free for teachers, as members of the Administrative team will provide coverage. On a rotating basis, teachers will provide subject-specific tutoring during the Tutoring/Focus period. High school teachers will have the opportunity to lead a daily one-hour elective course of their choice, and they may choose to serve as an advisor for one of several co-curricular activities. At the middle school level, teachers will have the opportunity to continue to build relationships with students during the physical education class and while facilitating their ability to think critically about literature during a half-hour literature circle/advisory during the last period of the day. On Friday, this time will be dedicated to an enrichment course that teachers will design and lead. Teachers will coordinate the Saturday Academy on a rotating basis along with one member of the Administrative team. Math and reading instructors are expected to observe, evaluate, and self-evaluate weekly by attending their colleague's class during one afternoon

²⁹ Please see organizational chart in "Governance and Management" section below. Also, please refer to Attachment O: Job Descriptions for descriptions of the Dean of Academics and General Classroom Educator positions. In addition, a revised job description for the Head of School is also included.

planning block per week. On Wednesday afternoon, teachers will have the opportunity to engage in school-wide and grade-level/content team professional development.

At St. Louis Collegiate, our first and most important goal is to produce dramatic and measurable gains in student achievement. This is also the first and most important goal of our professional development program and the method by which we will measure our success. The Dean of Academics will be responsible for creating and facilitating professional development that will guide our instructional staff through the process of creating and using our interim assessment system. Our summer professional development calendar is set to allow our teachers ample time to create the assessments, backwards plan, and carefully plot out the first six weeks of instruction. Our full days of professional development during the school year are planned to give teachers time to work with the Dean of Academics to use student achievement data to plan instruction and produce greater instructional gains. Our ability to demonstrate that our students have made substantial academic gains (on our internal assessments as well as on state and nationally standardized tests) will be the method by which we will evaluate the success of our professional development program.

The best practices of high performing, urban charter schools indicate that teachers work better and students learn more when teachers are allowed regular and substantial opportunities to work with the instructional leader and with one another to plan and improve instruction. Therefore, St. Louis Collegiate's weekly and yearly calendar includes 26 full days devoted to professional development. Including our regular Wednesday professional development, this will provide 282 hours of professional development per year. Our professional development program includes:

- **Summer Planning and Professional Development.** For three weeks each summer, teachers will meet for training and academic planning that includes assessment development and backwards planning. Teachers will learn the comprehensive, school wide systems and procedures that are the basis of our highly structured learning environment as well as the "broken-windows" approach to school discipline. In the academic planning portion, teachers will use state and national standards for their grade and subject to create year-end assessments. Staff will use the year-end assessments to backwards plan, creating interim assessments to be given every six weeks as well as curriculum maps and lesson plans for the first six weeks of instruction.
- **Weekly Professional Development and Lesson Study.** Once a week, students will be released at 2:50 pm to allow teachers to meet for professional development. Teachers will work together in small groups to closely analyze lesson plans, student work, and instructional techniques, often using videotape of classroom instruction, to give one another critical feedback to improve the effectiveness of instruction. In addition, in response to teachers' expressed needs, time will also be devoted to training staff in specific topics and making additions to or adjustments in school-wide systems and procedures. This intensive approach to professional development is based upon the best practices of several urban charter schools, most notably that of North Star Academy in Newark, NJ.
- **Interim Professional Development and Data Analysis/Strategic Planning.** Following each round of interim assessments to be given every six weeks, teachers will have a full day of professional development to analyze the test results and use the data to strategically plan the next six weeks of instruction. Teachers will use data from the interim assessments to identify learning standards that must be re-taught in order for students to achieve mastery, identify students in need of small group or individual tutoring, and determine which teaching strategies have been most effective. Teachers will work with the Dean of Academics to plan for the next six weeks of instruction.

- **Differentiated Instruction and Special Education.** A core component of the interim assessment and data analysis system is the identification of students in need of timely, targeted instruction in specific subjects. This process will enable teachers to closely monitor and address the specific learning needs of accelerated students and students with IEPs. It will also guide instruction and supports that are standards-driven, differentiated, and effective for all students. During summer and weekly professional development, teachers will receive training in providing an effective and supportive learning environment for specific student populations including Special Education students, gifted students, and students who are performing significantly below grade level. Regular and substantial professional development time will also allow for collaboration between Special Education and General Education staff and regular review of Individual Education Plans.

The purposes of the school's staff evaluation system are to: improve student performance, enhance instruction, provide performance accountability to students, foster professional growth, and support individual personnel decisions. All personnel are formally evaluated twice per year. The evaluation measures the staff's success in executing responsibilities as outlined in the job description. Feedback and discussions inform school-wide and individual professional development and support plans.

Informally, school personnel are observed and held accountable to completion of tasks and benchmarks. Teachers are observed by the Dean of Academics at least once every two weeks and follow up discussions inform improvement of teaching and learning. The Head of School confers with administrative staff regularly to ensure that responsibilities are fulfilled in the appropriate time and are in compliance with the charter. Building Excellent Schools works closely with school leadership to support student achievement and organizational strength. Based on the scope of the partnership, the Board of Trustees and the Head of School will meet with Building Excellent Schools staff to ensure that pertinent benchmarks are being met and St. Louis Collegiate is making progress towards fulfilling the mission and terms of the charter.

Staff Retention Plan

St. Louis Collegiate will aggressively recruit teachers who believe that all children can and must be academically successful. We will consistently hire teachers whose love for learning is so infectious that they infuse their students with the same passion and joy. We will also invest the time and financial resources necessary to ensure that the talents our teachers possess continue to expand. Professional development will be a frequent and dedicated part of our school calendar, and will be focused on ensuring the strongest instructional practices in the classroom and the most dramatic of student outcomes. Teachers will have an opportunity to develop their leadership abilities by leading professional development sessions and participating in frequent peer reviews on effective instructional delivery and classroom management. Teachers will also visit high performing schools to study the implementation of best practice systems, structures, and teaching methodologies. By creating a culture that demonstrates that "only the best teachers work here" and continually providing opportunities to demonstrate leadership, observe best practices, and participate in specific customized training sessions, teachers will realize that they are valued. This in turn will have a positive impact on staff retention. In addition, teachers will be regularly recognized for their hard work with acknowledgements as small as providing pizza for staff lunch in the teacher workroom the Tuesday after a break, for example, to more formal recognition such as instituting performance-based increases for staff when students perform well academically. Finally, we intend to monitor our staff satisfaction through regular and ongoing communication and touch points that will enable us to identify any potential dissatisfaction in an effort to keep our staff and keep them fulfilled with the great work they do on behalf of our students.

Reduction In Force Measures and Mid-Year Separation Contingency

While it is always our desire to retain the high-quality staff that we recruit and hire, St. Louis Collegiate recognizes that separation from our staff may occur due to unanticipated and unavoidable revenue shortfalls and/or a staff member opting to depart prior to the end of the school year.

In the event of the former, St. Louis Collegiate is prepared to institute Reduction In Force Measures according to the following priorities:

- *Student learning is paramount.*: Any reduction in force that would require a disruption of high quality education at the classroom level (e.g. layoff of high-performing core teachers) would be a last resort.
- *School culture is central.*: It is our desire to maintain the achievement-focused culture of our school, as it facilitates the academic success of our students. Reduction In Force must not compromise the culture of our school. If the use of outsourcing functions in a contingency state has the potential to compromise our school culture, we will always seek to outsource those functions that least impact school culture.
- *High performance is highly transferrable.*: Staff members that consistently exceed expectations (as evidenced by quantifiable data) and those that consistently meet expectations and have specialized training and skills are a tremendous asset to our school. We would always seek to retain those staff members all other qualifications being equal.

St. Louis Collegiate looks forward to developing a more sophisticated Reduction In Force Policy prior to opening and with the approval of the Board. Examples of how we would apply our Reduction In Force Priorities are:

- In contingency state, reducing business manager position to a contracted 1-2X/week position managing financial affairs exclusively
- In contingency state, reducing teaching staff by one and expecting Dean of Academics and Head of School to compensate

As outlined in the Hiring Flow Chart (Attachment N), St. Louis Collegiate intends to maintain a comprehensive database of teaching candidates. This database will allow us to immediately access a pool of applicants in the event of the untimely separation of a staff member. As we recognize that all past applicants will not necessarily be willing or able to assume a role at the school, the Dean of Academics and/or Head of School will fulfill the teaching function until a vacant teaching position has been filled. In addition, a Collegiate Fellow, a student-teacher or college-educated intern, may also serve the temporary function of an interim substitute teacher (provided he/she fulfills the appropriate substitute certification requirements).

C. Governance and Management

Organizational Structure

St. Louis Collegiate will be governed by a Board of Trustees responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability. Members of the Founding Board will seed the Board of Trustees and additional Trustees will be recruited as needed. Elected Officers will include a Chair, Vice Chair, Treasurer and Secretary. The Governing Board will govern the school and be directly accountable to the charter, authorizer, and mission of the school. The Board will develop policies and make decisions within the guidelines detailed by the St. Louis Collegiate Bylaws and will operate in full accordance with open meeting laws.

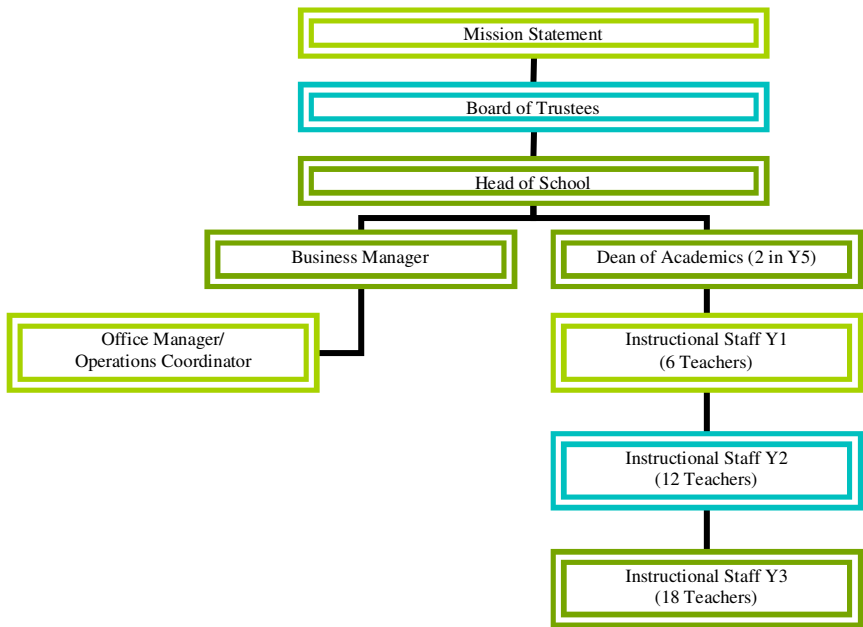
St. Louis Collegiate is currently incorporated as a nonprofit corporation (“St. Louis Collegiate, Inc.”) and has nonprofit 501(c)3 status. Please see Appendix B: Articles of Incorporation, Appendix C: Certificate of

Incorporation, Appendix D: Signed Proposed Bylaws, and Appendix E: 501(c)3 Status Determination Letter.

The Founding Board is dedicated, diverse, and entrepreneurial group of St. Louis professionals who are leaders in education, business, and the community. Its members represent a vast set of knowledge and skills, and experience in finance, development, marketing and communication, education, business, law, non-profit management and leadership, and governance. The Founding Board has supported the creation and development of the charter application and, if approved, will transition into a Governing Board that will hold the charter and govern the school.

The Board of Trustees will meet monthly with the Head of School, who will serve as the school leader and an *ex-officio* member of the Board of Trustees. The Board will review data provided by a comprehensive, ongoing, and annual review of school operations and make recommendations based on this data.

The Board will hire and evaluate the Head of School who reports to the Board and is accountable to the Board for the achievement of three goals: student academic performance, advancement of mission, and organizational viability. The Board will govern the school and set school policy, and will delegate all daily management functions to the Head of School who will be solely responsible for hiring all other staff. In the first year of operation two individuals will be directly accountable to the Head of School: (1) a Dean of Academics responsible for overseeing the provision of services to special student populations and (2) a Business Manager (COO) responsible for administrative viability and finance. The chart below further details the organizational structure of St. Louis Collegiate.



Roles and Responsibilities of School Leaders, Board, and Key Personnel

One of the first acts of the Board of Trustees will be to hire the Head of School. Deva Rashed-Boone is the proposed Head of School for St. Louis Collegiate. The Head of School, supervised and supported by the Board of Trustees, will be ultimately responsible for the implementation of the mission of St. Louis Collegiate at a demanding, high standard. The Head of School will hire and supervise all other employees of the school. The Head of School will report monthly to the Board of Trustees on the state of the school, progress toward successful execution of the mission statement, and progress toward each goal

in the school's Accountability Plan. The Board of Trustees will evaluate the Head of School annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

In its initial year of operation, the leadership of St. Louis Collegiate will consist of the Head of School and two senior administrators: Dean of Academics and the Business Manager. The two senior administrators will report directly to the Head of School and will meet frequently as an administrative team. The school will also have a vital position of Office Manager/Operations Coordinator that will assist the Head of School and Business Manager with administrative duties and manage the main office. The school intends to open with all senior administrative positions and the Office Manager/Operations Coordinator position filled. Operating as effectively as possible at start-up will best support strong results for students and the organizational stability that will lead to execution of the mission. General duties are described below.

- **Head of School.** Provides overall school leadership, implements the school's mission, reports to the Board of Trustees, hires all staff, fundraises, manages the administrative team, establishes and directs all long-term strategic planning. The Head of School also serves as the school's liaison to the external community and the media.
- **Dean of Academics.** Provides daily leadership of faculty, ensures effective implementation of curriculum, observes classrooms and addresses instructional practices, coordinates professional development, develops and maintains assessment system. The Dean of Academics also serves as the school's liaison to families regarding students' academic performance. Because St. Louis Collegiate intends to outsource the majority of its special education services and the Dean of Academics will hold Special Education certification, the Dean of Academics will function as the school's Special Education Coordinator in lieu of hiring additional Special Educators.
- **Business Manager.** Ensures compliance with federal, state and local reporting requirements, maintains the school's budget, administers human resource needs, develops and maintains accounting systems, manages facility needs in conjunction with the Office Manager.
- **Office Manager.** Manages the main office, oversees daily school operations and attendance system, performs administrative tasks, and serves as contact for parents.

Developing Policies and Making Decisions

The Founding Group will develop policies and procedures to enable smooth operation and optimal performance of the school. After chartering, when the Founding Group transitions to a governing Board of Trustees, it will adopt its by-laws, all policy written therein and any policies additional to the by-laws document. When the school begins to hire staff and recruit students, the Board assumes its oversight role ensuring all adopted policies and procedures are correctly implemented.

Under the supervision of the Board, the Head of School is directly responsible for the operation of the school and all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board and who is evaluated annually by the Board, the Head of School is advised by and advises each Trustee, working particularly closely with the Board Chair and Treasurer. It is within this leadership structure that clear lines between governance and management will be drawn, enabling the Board to govern well and the Head of School to manage effectively.

The Lead Founder and proposed Head of School, Deva Rashed-Boone, and the Founding Group will receive thorough training in the distinctions between governance and management and will be prepared to make decisions that are clearly within their purview as Trustees or staff. The Board will determine the "what" of school operations while the Head of School and his or her staff will determine the "how." Examples of policy the Board will adopt and the staff will implement include but are not limited to:

- **Student Enrollment.** The Board sets the cap on how many students may be enrolled. The Head of School implements the recruitment process, including information sessions, applications and a lottery.

- **Employment.** The Board adopts a non-discrimination policy. The Head of School advertises and recruits for all staff positions at the school; reviews qualifications of applicants; interviews candidates and selects finalists; constructs salary offers and contracts; and offers employment to the selected applicant.
- **School Schedule and Calendar.** The Board will set as policy the length of the school year (number of days of instruction). The Head of School will determine, for example, whether to close school during inclement weather and how then to ensure that the number of instructional days is adhered to or amended with the authorizer.

Board Recruitment, Selection, and Development of Board Members

Developing and executing an effective Board recruitment and nomination processes is critical to school success. Founding Board members have been selected by the Lead Founder Deva Rashed-Boone according to the qualifications outlined in the St. Louis Founding Board Job Description³⁰. After chartering, it is anticipated that the entire Founding Board will transition into a governing Board of Trustees.

The governing Board of Trustees will consist of nine (9) to fifteen (15) members and will maintain an odd number for voting purposes. The Board's Governance Committee will have responsibility for all future recruitment and nomination of new Board members. We will recruit new members who round out the Board's knowledge and skills, helping to ensure the organization's success. The Board will vet and vote onto the Board, with a two-thirds majority vote, new members whose assets match the Board's needs. An effective recruitment and nominations process will include the following steps:

- Develop a profile of the current Board
- Develop a list of prospective Board members
- Contact top recruiting prospects
- Schedule and conduct orientation sessions with prospective Board members
- Select new members to be presented to the Board for voting

Providing new Trustees with the information needed to perform effectively is the next critical step in developing a strong Board. We will develop a timely and thorough orientation strategy that acclimates and supports Board members from the recruitment stage through the first three months and beyond. Our Board orientation program for new members will include:

- Pre-election orientation detailing the organization, strategic plan, workings and expectations of the Board.
- New member orientation providing additional information and training.
- Written Trustees manual as critical reference in new member orientation and ongoing Board education.
- Ongoing training, such as mini-seminars on special topics and access to publications and conferences.

In addition, clear officer roles and responsibilities will ensure that critical tasks are spearheaded by the most qualified individual Trustee. For example, the Trustee with financial management or accounting experience will be Treasurer and Chair of the Finance Committee, responsible for quarterly reviews of all school financial documents, the annual audit and the annual discussion and adoption of the operating budget. Further, committees such as Fund Development and Accountability will focus on raising the resources necessary to provide students all programming and to lease and improve a school facility, and on monitoring the students' academic progress as it relates to goals set forth in the school's charter, respectively.

³⁰ Please see attachment L: Founding Board Member Job Description and Member Agreement

The Founding Board participated in one of two annual retreats/trainings administered by Building Excellent Schools. The first, took place in February 2009, and oriented members to best practices in non-profit charter school governance. The second, to take place post-charter, will orient members to their new roles as Trustees. During the Planning Year and when the school opens, the Board of Trustees will have access to ongoing training through Building Excellent Schools' Follow-On Support. Importantly, the lead founder, Deva Rashed-Boone, has been sharing and will continue to share learning and materials from the Governance strand of her BES Fellowship training year.

Selecting and Evaluating the School Leader

If chartered, we will make selection of the school leader based upon all elements of the job description found below. We intend to hire Deva Rashed-Boone as the founding Head of School of St. Louis Collegiate. Ms. Rashed-Boone has demonstrated an outstanding commitment and capacity to provide quality education to St. Louis students. We intend to evaluate the school leader based upon all elements of the job description, as well as successful progress towards satisfaction of all elements of the school's Accountability Plan.

Head of School Job Description	
<p style="text-align: center;">Position Summary</p> <p>The Head of School is the Chief Executive and President of St. Louis Collegiate. She/He is hired by and directly accountable to the Board of Trustees, and is primarily responsible for the school's success, academic achievement, rigorous culture, financial viability, and organizational structure.</p>	
<p style="text-align: center;">Responsibilities</p> <p>Leadership:</p> <ul style="list-style-type: none"> • Embody and advocate the mission, vision, and strategic direction of the school • Develop and communicate the school's vision and create a strategic plan to achieve that vision • Create, monitor, and sustain high standards of a rigorous school climate and school culture • Concentrate on achieving dramatic improvements in student academic performance • Ensure rigorous academic performance and high quality instruction in every classroom • Serve as an <i>ex-officio</i> member of the Board of Trustees and on all Board committees, providing them in a timely manner with the essential data, relevant reports, and information necessary to govern a school • Recruit, appoint, support, manage and evaluate the Dean of Academics, Business Manager, Office Manager/Operations Coordinator and all other staff • Support the professional development and growth of all teaching and administrative staff • Organize family recruitment efforts, information sessions, home visits, orientation programs, newsletters, and other workshops and family engagement sessions for families throughout the year • Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders • Lead community meetings, faculty meetings, and administrative-team meetings <p>Administrative:</p> <ul style="list-style-type: none"> • Evaluate academic achievement through detailed data analysis of student and teacher performance • Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) effectively and efficiently in order to maximize student success 	

<ul style="list-style-type: none"> • Comply with the charter accountability requirements, and all relevant Federal, state, and city regulations • Handle all matters regarding recruitment, employment and dismissal of personnel, salaries and contracts, job assignments, performance evaluation, and orientation and training • Prepare and submit timely reports, evaluations, and data to all external agencies and funding sources • Document and disseminate the school's academic and operational processes • Create and manage a staff and student code of conduct • Work with the Board of Trustees and the administrative team to marshal resources for capital improvements and permanent facility for long term financial viability • Work with the Board of Trustees and the administrative team to raise funds in order to support regular academic and extracurricular programs • Ensure the accuracy of all financial documents in conjunction with the Business Manager, including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc. • Manage the school facility including acquisition, maintenance, leasehold improvements, financing, etc.
Instruction and Curriculum: <ul style="list-style-type: none"> • Observe classrooms weekly, and give feedback for individual improvement • Conduct weekly staff development trainings that are pertinent to the teachers' classroom instruction • Develop and lead professional development sessions throughout the year
Qualifications <ul style="list-style-type: none"> • Experience in education, strategic planning, staff development, board relations, financial management, and operations • Analytical problem-solver and solutions-oriented strategic thinker who has overcome complex organizational challenges in the face of difficult opposition • Commitment to providing high-quality urban public education and maintaining high expectations • Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions • Outstanding urban teacher who has demonstrated excellent, quantifiable and objective student performance gains • High levels of personal and professional integrity • Well-educated individual with three to five years experience working in inner-city schools, and in particular, those with diverse populations • Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes • Passionate advocate, completely dedicated to the school's mission and organizational success • Incredibly energetic leader, with a proven commitment to excellence in his/her career

D. Financial Management

As stated in the Missouri Financial Accounting Manual, the Board of Trustees will assume responsibility for ensuring that the fiduciary duties associated with the receipt and disbursement of public funds and the associated responsibilities are faithfully undertaken.³¹ The Board will establish sound and fiscally prudent policies pertaining to fiscal management and create and review controls that minimize the chance for unethical and unsound practices to occur. St. Louis Collegiate will ensure alignment of its practices with the Missouri Financial Accounting Manual. The Board will choose a Head of School who will be responsible for overseeing the day-to-day implementation of the school's financial policies and procedures.

Whereas the Board will have financial oversight, the Head of School will have primary responsibility for managing the financial operations of the school and ensuring that all internal financial controls are established and upheld. S/he will work closely with the Board of Trustees to ensure that all monies are being properly allocated and recorded.

Internal controls and provisions pertaining to administrative and financial operations include the following:

Annual Budgeting: St. Louis Collegiate's fiscal year will run from July 1 through June 30. The Head of School and Business Manager will have responsibility for planning a detailed budget and cash flow statement each year. The initial drafts of the budget and cash flow statements will be reviewed by the Board's Finance Committee and the Chair before being presented to the full Board for approval. The board will review and approve the budget at least one full month before the beginning of the new fiscal year

Internal Controls: The Board of Trustees will establish a system of internal control policies that, when executed, will ensure the practice of sound fiscal management practices. These controls will meet or exceed generally accepted accounting principles for nonprofit organizations. We will also ensure that the reports and data generated from these controls are accurate and useful in effectively managing the financial needs of the organization. The following areas have been identified as ones requiring specific internal controls:

Cash Receipts. All deposits received for St. Louis Collegiate will be properly received, deposited, and recorded by an individual delegated by the Head of School. All records will be promptly reconciled. All monies will be kept under the strictest security provisions we can provide and all cash received will be deposited within the same day.

Cash Disbursement. We will ensure that all monies paid or withdrawn are authorized, used exclusively for business purposes, and are properly recorded and reconciled. These controls include purchase orders and use of the school's credit cards and other credit accounts.

Petty Cash. The use of petty cash and the availability to these funds will be restricted and limited. The use of petty cash will not be standard practice-employees will be encouraged to complete a reimbursement sheet and attach receipts for minimal purchases. When used, petty cash will be

³¹ The Board of Trustees will fully develop the Financial Management and Accounting Procedures Manual upon charter approval.

properly recorded and reconciled and will require a signature from the receiver and permission from an authorized administrator. Receipts will also be required to be submitted within a specific timeframe or the monies will be expected to be returned.

Payroll. We will ensure that all payroll monies paid will be accurate and with proper authorization disbursed to the parties intended. All payroll disbursements will be properly recorded, comply with all laws and applicable tax regulations and be properly reconciled.

Grants, Gifts and Bequeaths. St. Louis Collegiate will ensure that all grants, gifts and bequeaths are monitored, properly recorded, and comply with all legal requirements and related restrictions. All checks representing grants or gifts will be promptly deposited.

Fixed Assets. We will ensure that all fixed assets are properly acquired, their value is properly recorded and that provisions will be set to ensure that assets are safeguarded. We will mandate that no asset be disposed of without proper authorization.

Check Signatures. We will ensure that all checks issued by the school be signed and authorized by the Head of School. All check registers will be maintained so that cash flow projections can be properly maintained. Checks over \$5000 will require an additional signature.

Deposits. We will ensure that all deposits are properly recorded, safeguarded, and reconciled.

Personnel Policies. We will develop and approve all personnel policies, including but not limited to, salary levels, vacation, overtime, paid time off, grievance procedures, severance pay, merit increases, bonuses, and other personnel matters. These policies will be developed by the Head of School, approved by the Board, and will be reviewed annually.

Plans and Commitments. St. Louis Collegiate will ensure that monies are not spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the Head of School and Business Manager will review the budget and make a recommendation to the Treasurer and Finance Committee on how to address. Budgetary modifications must be approved by the Board. Provisions will be developed for emergency situations.

Bank Statement Reconciliation. Each month's bank statements will be reconciled by the Head of School, Board Treasurer, and Business Manager. A system of controls will be established to prevent the embezzlement, corruption, and mismanagement of funds.

The above is not intended to be a fully inclusive list. Additional systems will be developed as directed by the Board. A Financial Management and Accounting Procedures manual will be developed internally to fully outline controls, levels of authority and overall expectations of staff, teachers, accountants, and the Head of School. These procedures will be fully outlined and developed in greater detail during the planning year by the Board in collaboration with the Head of School. This manual will be reviewed annually. Any interim changes will be submitted to the Finance Committee and presented to the full Board for approval.

Maintaining Effective Controls

The Business Manager will have primary responsibility for overseeing the school's fiscal operations. The Head of School will work closely with the Business Manager to assist with the responsibilities of financial management and reporting. The Head of School and Business Manager will closely monitor cashflow and all regulations and compliance issues pertaining to school funding and the maintenance of effective financial controls. St. Louis Collegiate intends to track, report, and manage student enrollment attendance, Free and Reduced Lunch eligibility, and Special Populations eligibility using Power School as

our local student information system and linking information from that system to Missouri's CORE Data for reporting purposes.

Fiscal Accountability

All Board members and administrators of St. Louis Collegiate who have delegated authority over financial management issues will be required to attend training on financial management. The Chair of the Board and Head of School will work together to find a qualified source to deliver training. The training will include basic principles of accounting and information pertaining to financial controls, reading balance sheets, income statements and cashflow statements. Although our Board Treasurer will have finance and accounting experience, we recognize that it is everyone's responsibility on the Board to know and understand basic fundamental fiscal management and accounting practices.

All Board members will have the right to review the school's financial records at all times. We are committed to establishing systems of internal controls and maintaining properly functioning systems that protect the economic health of the school and increase its ability to sustain over time.

Cash Flow Management Plan

St. Louis Collegiate intends to develop cash flow systems that will enable the organization to effectively manage and predict unexpected shortages and windfalls in cash allocations and disbursements. We recognize that although our budget may reflect the necessary revenues to cover all expenses, relying on the budget alone is not enough. We must also accurately track monthly expenditures, track specifically when revenues will be received and ensure that we have enough fluid cash to cover the day-to-day expenses. We will explore the use of software as well as best practice cash management systems to ensure that monthly cashflow estimates are extremely accurate. Careful attention to cashflow will also help to prevent errors in planning and monetary allocations throughout the fiscal year, will allow us to more accurately anticipate problems, provide opportunities to improve fiscal allocations and will serve as the basis from which we can negotiate short and long term funding if needed.

Annual Audits

St. Louis Collegiate will make provisions for and hire a third party to conduct an annual audit. The auditor will be a certified public accountant who will audit the financial records in accordance with generally established accounting principles.

Budget Development Process

The Head of School, with the assistance of the Business Manager and the input of the Dean of Academics, will work with the Treasurer to prepare and propose to the Finance Committee a detailed budget that shows line-item expenses that include an analysis of the budget's relation to the school's Accountability Plan. The budget will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote. The Head of School will present a variance report of spending in quarterly meetings with the Finance Committee. These reports will be sent to the entire Board quarterly.

Planned Fundraising Efforts

The Board of Trustees will plan and initiate an aggressive fundraising campaign to generate capital and to supplement the per pupil allocation. The fundraising efforts will be led by the Fundraising/Fund Development Committee of the Board of Trustees and the Head of School. The chair of the Committee, in conjunction with the Head of School, will develop a plan for fundraising and will review the plan annually. The plan will include the list of donor prospects, preparation and mailing of fundraising letters, phone calls, follow up, and schedule of the fundraising events such as dinners, golf tournaments, and

school theater performances. During the planning year, their efforts may be augmented by consultants with experience in non-profit fundraising who will be retained on a per-project basis.

Funding Organizations
Walton Family Foundation
Charter School Growth Fund
Saigh Foundation
Ford Foundation
MacArthur Foundation
New Schools Venture Fund
Prudential Foundation
Boeing Charitable Trust
Greater St. Louis Community Foundation

In subsequent years, the Board will work with the Head of School to ensure that we meet our fundraising targets and implement fundraising initiatives. We intend to develop a strong individual donor base, and will identify local and national foundation and grant opportunities to pursue. We anticipate that the majority of our supplemental revenue will come from foundations and corporate grant support in the initial years of operation, but that the percentage of funding coming from individual donors will grow each year, creating a diverse yet balanced set of funding sources.

Based upon an analysis of historical giving patterns and alignment between the organization's giving pattern and our educational program, we plan to seek funding in the planning year and first year of operation from the organizations set forth in the above table titled "Funding Organizations."

E. Budget

St. Louis Collegiate's budget and cash flow projection can be found in Appendix H: Five-Year Budget and Appendix I: Year One Cash Flow Analysis. Revenue and Expenditure projections are based on, but not limited to: specific federal funding sources, Walton Family Foundation Charter School planning grant, and common best practices of existing, high performing charter schools including expenditures from Excel Academy Charter School in East Boston, MA and Columbus Collegiate Academy in Columbus, OH. Details explaining each line item are included.

Revenue calculations conservatively assume \$7,600 for Per Pupil Revenue for the 2010-2011 school year with no annual increase. We anticipate that 80 percent or more of the school population will qualify for the Free and Reduced Lunch Program. This percentage will allow the school to receive additional dollars through Federal Entitlements.

For the purposes of conservative budgeting, we assume a 95% Average Daily Attendance rate. We will enroll 100 5th graders in year one and 81 5th graders in subsequent years. We will enroll additional students in grades five and six as needed, but do not anticipate admitting students in seventh and eighth grade. A detailed table of the student enrollment is included in the Enrollment and Demand section of the application.

St. Louis Collegiate understands the high cost of special education services and has budgeted appropriately. The budget reflects an expense for contracted special education services. The additional funds budgeted will ensure that all students are given appropriate assistance to be successful.

Two factors could adversely impact the financial viability of the school: 1) public funding or entitlements that are delayed or lower than expected and 2) under-enrollment. To the extent that public funds are temporarily unavailable, we expect to cover expenses with bank lines of credit that will be paid down as soon as public per-pupil allocations become available. In addition, strategic development efforts will seek to create a reserve of funds that will be available for contingency working capital needs. We expect that this contingency fund will reflect up to as much as 5% of expected revenues.

We will address the risk of under-enrollment by maintaining flexibility regarding the timing of long-term capital and staffing commitments, and the timing of the roll-out and growth of enrichment programs. In particular, a number of the senior administrative staff will have deep experience in teaching and school administration, which would allow them to step into a number of roles that St. Louis Collegiate expects to address with additional full time staff as the school grows. If school enrollment lags expectation, we will defer our original hiring plans for additional executive staff and as appropriate, teachers. We would also consider delaying capital improvements and securing capital equipment in the case of severe under-enrollment. In addition, St. Louis Collegiate would seek to contain costs by seeking pro bono services or reduced rate services (e.g., enrichment coordinators, consultants, and legal services).

F. Facility

St. Louis Collegiate plans to locate in the North St. Louis neighborhood of Baden. The Board is currently concentrating its efforts toward identifying a location. Our Facilities Work Group has toured the Baden neighborhood and several other neighborhoods in North St. Louis to survey potential sites for location. Currently, we are considering several different types of facility options including, but not limited to, a church building, a former District school building, and commercial space. St. Louis Collegiate is willing to take on any necessary renovation of a facility that meets our occupancy and budgetary needs to ensure it is fully compliant with health, safety, and occupancy requirements including ADA compliance. This might require renovations ranging from simple doorknob replacement to removal of identified lead. For the first year of operation we intend to lease space in a temporary facility, as our funding stream in our first operational year will not permit the purchase of a permanent facility without incurring debt. Furthermore, we intend to execute a capital campaign for the purchase of a long-term facility. In order to formalize our search and investigate all available options, we will likely pursue a partnership with a New Day Realty agent, Sandra Dew, who brings over a decade of experience as a real estate agent and has worked extensively in North St. Louis. We will also work with an architect and full-service real estate firm to determine the best strategy for any renovation efforts required.

Since we intend our initial facility to serve the school's needs through our first four operational years, the temporary facility must be able to house our projected enrollment of 100 students for the first year and a maximum of 343 students in our fourth year of operation.³² Our current rent/lease assumptions and renovation budget are informed by common ranges presented by Jane Ellis of Self-Help during a facilities training presentation to Building Excellent Schools Fellows in the fall of 2008. We are currently consulting with the Illinois Facilities Fund (IFF) to further refine these assumptions. St. Louis Collegiate will ensure that our facility meets all health, safety, and occupancy requirements.

³² Please see Attachment K: Facilities Need Assessment

G. Transportation

Missouri charter schools are not required to provide transportation. If you schools will not provide transportation services, explain how your school will meet its mission and target population.

Each year, we will hold our lottery in March to ensure that parents can submit their written transportation requests before the required deadline. Subject to annual approval and funding by the Board, St. Louis Collegiate may seek to provide transportation for any students enrolled in the school who are not eligible for transportation from his/her residence. We may accomplish this by participating in a transportation cooperative with other area charter schools. In the event St. Louis Collegiate does not provide transportation of ineligible students, the parents or guardians of such students will be responsible for providing transportation. We will survey families to develop a projection for transportation needs and facilitate family carpooling arrangements. In addition, we will seek to provide student passes for public transportation. Since St. Louis Collegiate is in session on days when the students' school district of residence is not in session, we will seek arrangements with the St. Louis Public Schools, if necessary, to provide transportation, at cost, pursuant to RSMo 160.415.8, or shall make other necessary transportation arrangements.

St. Louis Collegiate acknowledges that the modes of transportation available to our students and families will be largely determined by our facility location. As such, we continue to examine transportation contingency plans that are appropriate for the student and family population we intend to serve.

H. Risk Management

Upon chartering, we will immediately purchase Directors & Officers Insurance (including Employment Practices Liability), and at the appropriate times purchase General Liability, Property, and Worker's Compensation Insurance. At a minimum, we will acquire: commercial general liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 aggregate; employee dishonesty insurance with limits of \$500,000; educators' legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of \$1,000,000 each claim and \$2,000,000 aggregate. We agree to take all appropriate actions to ensure that the sponsor is listed as an additional named insured on each of these insurance policies. Please see Appendix G: Evidence of Ability for Insurance Coverage, indicating St. Louis Collegiate's ability and plan to obtain insurance coverage.

I. Timeline

Task	Start Date	Completion Date	Person Responsible
Instruction and Assessment <ul style="list-style-type: none">Develop goals/standards/objectivesDevelop curriculum and classroom instructional designDetermine grade configuration within the school	September 2008	December 2009	Head of School Dean of Academics
Staffing <ul style="list-style-type: none">Develop organizational chart, specifically school leadership structure	September 2008	June 2009	Head of School

<ul style="list-style-type: none"> Plan for recruiting teachers, administrative staff and other employees 			
Students and Parents <ul style="list-style-type: none"> Develop recruitment and outreach plans Develop marketing and outreach materials 	September 2008	June 2009	Head of School
Finance and Operations <ul style="list-style-type: none"> Develop operating budget for the school's first five years Develop and initiate fundraising plans 	June 2009	August 2009	Head of School Treasurer Finance Committee
Facilities <ul style="list-style-type: none"> Assess purchase or lease options Ensure all health and safety requirements met 	May 2009	May 2010	Head of School Facility Committee

Resources for startup activities will be supported through charter school start-up funding provided by The Walton Family Foundation.

V. Summary of Strengths

St. Louis Collegiate will offer a disciplined, structured, and rigorous college-preparatory middle and high school and a strong public educational option for families in St. Louis, most particularly, Baden and North City.

The Lead Founder is experienced, trained, and prepared to lead as Head of School. Our Board and Head of School will deliver on the mission and hold themselves accountable for academic results and fiscal responsibility. Staff will prepare for the establishment of a strong school culture and a college-preparatory curriculum during staff orientation, and will develop through weekly professional meetings and collegial review of instruction. Students will participate in an orientation that establishes the behaviors, practices, and routines necessary for success. Learning will be supported by a strict, consistent, clear Code of Conduct.

Our educational program will allow us to efficiently remediate academic weaknesses and effectively accelerate student learning. Our program includes an extended day and year, frequent assessments, and continuous academic support. Our curriculum builds mastery in literacy and mathematics, with double math and reading classes daily. Assessment measures include the MAP, Terra Nova, and a standards-driven, trimester-based comprehensive assessment system.

We recognize the financial challenges ahead and will continue to work relentlessly to ensure that our staff becomes increasingly versed in financial management necessary for organizational success and fiscal accountability. We remain committed to the Board's strategic expansion. We hold firm to a selective recruitment process and remain in active conversation with individuals that fully believe in the mission of St. Louis Collegiate and support the true accountability the school will provide.

Upon charter approval, we will continue to strengthen our school model, and continue to bring together the best people fully prepared and eager to govern, lead and provide a school that will deliver the highest in measurable academic achievement for all of our students.